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ABSTRACT

This databook provides information on the nine colleges in the Los Angeles Community College District (LACCD), California, for the 1989-90 academic year. Tables and graphs present data on community characteristics and attendance patterns, student and enrollment characteristics, instructional programs, student academic performance and articulation, special services, and fiscal and personnel resources. Both individual college and districtwide data are included. Highlighted findings for the district include the following: (1) the combined service area of the LACCD changed extensively in the past nine years, experiencing a population increase projected at 13%, the aging of the college-relevant population, increases in the proportion of Hispanic and Asian residents, and declines in the proportions of Black and White residents; (2) credit enrollment was 108,228 in 1989, up 3.1% from 1988; (3) average daily attendance districtwide was 55,742 for 1989-90; (4) in 1989, 21.0% of the district's entering students were first-time students, 15.1% were new transfers, 12.3% were returning students, and 51.6% were continuing students; and (5) the net general fund income for 1989-90 was $247.65 million. (JMC)

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ANNUAL INFORMATION DIGEST

LOS ANGELES COMMUNITY COLLEGES

1989-90

Prepared by
Dexter Kelly
Research Analyst

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Educational Services Division

Los Angeles Community College District

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ANNUAL INFORMATION DIGEST

LOS ANGELES COMMUNITY COLLEGES

1989-90

May 1991

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GLOSSARY

Community Characteristics and Attendance Patterns

Unduplicated Enrollment. The "head count" number of individual students. Each person is counted once, no matter how many classes are taken.

Participation Rate. The number of all students, or those within a given group classification (i. e., age, ethnicity), per 100 of the districtwide or service area population.

Student and Enrollment Charactertistics

First Census. An enrollment count administered on the first day of the fourth week of each semester. Only those enrolled on a class meeting on that particular day are included.

Credit. Defines courses for which units may be counted towards a degree or certificate.

Non-credit. Describes courses in ESL, basic skills, citizenship, parenting, special training for handicapped, and other programs that do not yield college credit, but are eligible for state funding.

Average Daily Attendance (ADA). A measure of annual full-time attendance based on student class hours. This is the unit of attendance used to calculate state reimbursement funding for each college.

ETHNICITY

Ethnic Status. The ethnicity reported by students on a voluntary basis on the application for admission. Students respond to limited choices with minimal definition.

STUDENT LOAD

Unit Load. The number of course units carried by a student during a single semester.

Full-time Students. Those enrolled for 12 or more semester units.

Hour Load. The number of weekly class hours attended by a student during a single semester.

CLASS LEVEL

Freshmen. Students who at the time of registration for the Fall semester have completed fewer than 30 units of college credit.

Sophmores. Students who at the time of registration have completed 30 or more units of college credit, but have not obtained either an associate or bachelor's degree. For more detailed analysis, an **Other** classification is applied in the class level table to students with over 60 units without an associate degree.

AA or Higher Degree. Students who at the time of registration have earned an associate, bachelors, or higher degree.

TIME OF DAY

Day Students. Those enrolled exclusively in classes convening prior to 4:30 p.m.

Day-Evening Students. Those who attend both day and evening classes in the same semester.

Evening Students. Those enrolled exclusively in classes convening at 4:30 p.m. or later.

ENTERING STATUS

First-time Students. Students who have never been enrolled at the college, and have not transferred from another college.

New Transfers. Students new to the college who have transferred from another community college.

Returning Students. Formerly enrolled students returning to the college after an absence of a semester or more. Includes students who have attended another college during their absence.

Continuing Students. Those who were enrolled at a college during the immediately preceding semester.

EDUCATIONAL GOALS

Transfer. A goal to transfer to a baccalaureate program at a four-year college or university, with or without an associate degree.

General Education Associate Degree. A goal to obtain an associate degree with a non-vocational liberal arts major, but without intent to transfer.

Vocational Associate Degree. A goal to obtain an associate degree in a specific vocationally-related program, without specific intent to transfer.

Vocational Certificate. A goal to complete a vocational program's requirements for a certificate, without taking the general education courses required for the associate degree.

Job Skills The goal to obtain specific job skills in a vocational field, without completing enough courses to earn either a certificate or an associate degree.

Instructional Programs

Weekly Student Contact Hours (WSCH). A measure derived by multiplying the number of students enrolled in a class by the number of hours per week the class meets. A class with 30 students which meets for one hour three times a week would generate 90 WSCH.

Activity. A discipline or group of related disciplines.

Full-Time Equivalent (FTE). A measure of faculty obtained by dividing the teaching hours within a discipline, activity or other category, by the teaching load specified by contract for that activity.

Duplicated Enrollment. The number of students enrolled in classes, courses or disciplines, when these categories are aggregated and summed. An individual student would be counted as many times as the number of classes attended; for example, a student attending three classes would be counted or "duplicated" three times. This rarely-used measure is used in this document only for Community Services.

COURSE CLASSIFICATION AND TRANSFER STATUS

UC indicates the University of California system; **CSU** denotes California State University institutions.

Prerequisite and Developmental. Courses designed to bring students' language and mathematical skills up to college level. Also defined as transitional, these courses do not count towards transfer credit.

Occupational. Vocational courses intended to prepare students for careers in occupations that normally do not require more advanced training in baccalaureate programs. Some may be equivalent to courses in CSU vocational programs, and may be transferable under special conditions.

Liberal Arts and Sciences. All college-level courses that yield credit for transfer to state four-year institutions.

Transferable. Designates courses whose credit is transferable to state four-year institutions. All courses transferable to UC schools are also transferable to CSU, but the reverse is not true: some courses that yield full credit for CSU are either nontransferable to UC or transferable with limited acceptable units.

Student Performance and Articulation

Retention Rate. The percentage of students enrolled at First Cenus who are still enrolled at the end of the semester.

Fiscal and Personnel Resources

FUNDING CATEGORIES

General Fund. Includes all funding that supports the basic operations of the District, both restrictive and nonrestrictive. Includes most categorical funding, but excludes accounts for cafeteria, bookstore, child development, special reserve, and the grant funds for Financial Aid.

Basic Program. Includes unrestrictive funding, which can be allocated at the discretion of college and District administration. Identified as Program 100 in the budget and expenditure reports.

Special Funding. Also called categorical or restrictive funding. Supports programs that are designed and overseen by state and federal agencies outside the District, including such special student services as Disabled Students Programs and Services, EOP&S, Financial Aid and Veterans Programs. Special funds may be spent only within their programs, and according to guidelines laid down by the funding agencies, which periodically audit program expenditures.

PERSONNEL

Affirmative Action. The policy of allocating positions within personnel categories to members of gender and major ethnic groups, in order to bring the category's gender and ethnic balance in line with that of the District community.

Benchmark. A percentage parity goal for ethnic representation, based on the 1980 census.

Executive/Administrative/Managerial. Defines all persons responsible for management of an institution or a major department or subdivision thereof. Includes all certificated administrators and some classified managers.

Faculty. Defines all full- or part-time certificated personnel in teaching, counseling, and librarian positions.

Professional Non-Faculty. Defines classified positions requiring college or graduate-level training and, minimally, a baccalaureate degree. Includes various analysts, bookstore managers, staff aides and assistants, accountants, etc.

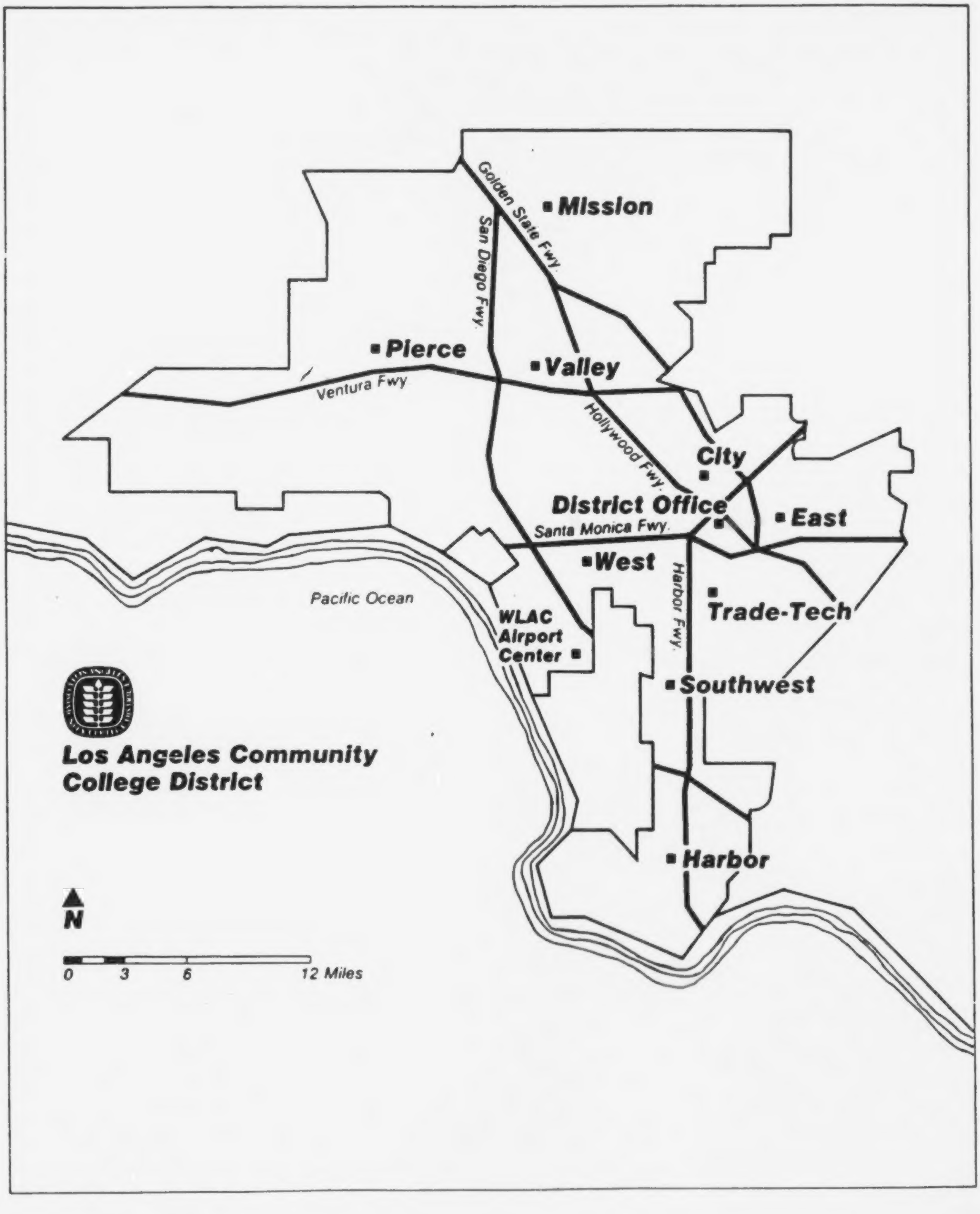
Secretarial/Clerical. Defines positions in clerical or secretarial activities.

Technical/Paraprofessional. Defines positions requiring specialized technical skills which may be acquired in two-year technical institutes or community college occupational programs, or in appropriate on-the-job training. Includes computer operators, programmers, lab technicians, etc.

Skilled Crafts. Defines positions requiring special technical and manual skills obtainable in trade schools, apprentice programs, or on-the-job training. Includes carpenters, painters, electricians, etc.

Service/Maintenance. Positions requiring technical and manual skills sufficient to perform custodial, groundskeeping, or food service tasks.

FIGURE 1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Ventura Fwy
Hollywood Fwy.
City
District Office
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Trade-Tech
Pacific Ocean
WLAC
Airport
Center
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Los Angeles Community
College District
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PREFACE

The purpose of the *Annual Information Digest, 1989-90* is to aid in evaluating the past academic year by collecting, summarizing and consolidating college and districtwide information, which is displayed in both tabular and chart form for easy reference. This year's edition updates last year's 1987-88 Digest, as well as the Technical Information Volumes of the *College Annual Reports*, published in previous years through 1986-87.

In addition to providing background data for administrative decision making at both college and District levels, the Digest is intended to support such campus based functions as the preparation of grant proposals, institutional and program accreditation, budget preparation, program development and review, strategic planning, and other tasks that require accurate and accessible information on many aspects of the college and its community. It is hoped that it will meet many of the needs for statistical information about the colleges of the Los Angeles Community College District. There are limitations on the amount of material that can be included in a single volume, and the Digest alone cannot satisfy every data need. But it indicates the scope of information available in greater detail through the Office of Research, Planning and Analysis, and which may be obtained on request.

The tables present data which are comparable among the colleges, and routinely collected each semester. Whenever appropriate, they are accompanied by charts which graphically display the magnitude and direction of change shown in the tables. Line charts illustrate districtwide trends over the entire time span for which data is available, and bar charts show college trend data in groups of three colleges representing the main geographical divisions of the Los Angeles Community College District. Thus, City, East and Trade-Tech are grouped to represent the Central City Area; Valley, Mission and Pierce represent the San Fernando Valley; and Southwest, Harbor and West include the Southern service areas. In response to requests from college information users, districtwide bar charts have been attatched to each regional grouping whenever percentage data is shown, for more vivid comparison of colleges with the District as a whole.

The sequence of tables in this technical volume proceeds from characteristics of the community, students and enrollment, to descriptions of instructional programs and support services, and concludes with analyses of institutional fiscal and personnel resources. Tables and figures are presented within the following topics:

Community Characteristics and Attendance Patterns	Tables 1.1 - 2.3 Figure 2
Student and Enrollment Characteristics	Tables 3.1 - 13.2 Figures 3.1 - 13
Instructional Programs	Tables 14 - 23 Figures 14.1 - 23.2
Student Performance and Articulation	Tables 24 - 27 Figures 24.1 - 27.4
Special Services	Table 28 Figure 28
Fiscal and Personnel Resources	Tables 29 - 35.2 Figures 29 - 30

This publication continues to present data not only in comparison with that of the previous year, but also to show changes in the context of longer time periods. But there is often insufficient space in the tables to include every year for which data is available. In most of these cases the procedure has been to begin with the earliest year's data, followed by five-year intervals up to 1985, from which every succeeding year is listed. Line charts include data from every available year, whereas bar charts generally compare the latest year with past peak enrollment years such as 1975-76 and 1981-82.

The Glossary includes all terms whose meaning may not be self-evident. They are grouped in the same order as the characteristics and topics to which they are related, and in the approximate order of their appearance, rather than alphabetically. It is hoped this order will make the definitions easier to find.

A brief explanatory summary and clarification is furnished for each table or group of closely related tables and figures, and placed adjacent to the table.

The Office of Research, Planning and Analysis will continue to publish additional reports on special topics which provide more detailed research and data on an annual basis. As noted above, the Office stands ready to respond to specific requests for information, or to assist users in the retrieval, collection, interpretation and analysis of data.

ACKNOWLEDGMENTS

The *Annual Information Digest, 1989-90* has been presented in 47 tables and 85 charts. Data displayed in the tables and charts were assembled from a variety of sources, many of them regularly produced computer printouts and state-mandated reports. Much data was also obtained directly from college and District staff, whose cooperation is very much appreciated.

The Office of Research, Planning and Analysis, Educational Services Division, was responsible for preparing this volume. Director **Nancy L. Conrath** coordinated the project. Data collection and updating of tables was accomplished by Staff Assistant **Dexter Kelly**, who prepared the charts and put the document into desktop publishing format. Research Analyst **George Prather** obtained data from the mainframe computer, and Staff Aide **Shelley Winston** provided clerical and production support.

Overall direction in preparing the final report was provided by **Irving B. Weinstein**, Vice Chancellor of the Educational Services Division.

TABLES AND FIGURES

Community Characteristics

and

Attendance Patterns

DISTRICT SERVICE AREA POPULATION

The combined service areas of the Los Angeles Community College District generally coincide with the City of Los Angeles, and include the cities wholly or partially enclosed by Los Angeles: Beverly Hills, Culver City, San Fernando, Lomita, Gardena and Burbank. The District also includes some of the cities bordering Los Angeles on the south and east, including Alhambra, Montebello, Huntington Park, Commerce, Bell Gardens, South Gate, Carson, Gardena and others.

The District Area has undergone extensive change in the last nine years. Its 1989 population was projected to have increased over 13% since 1980. The college-relevant population has aged as the "traditional" student cohort of 18 to 24-year-olds declined 22% from its 1980 level, while the 25 to 54 year-olds increased by 16%. The 35 to 54 year-olds alone increased by 28%, and are up 3% from 1988. In all college service areas Hispanics have increased their population share, while whites have declined. Changes in Asian and black percentage shares have been irregular among colleges, but overall the percentage of blacks has declined slightly, while the Asian percentage has increased.

Population changes in both age groups and ethnic categories have been projected through a computer model developed by the Office of Research, Planning and Analysis (RPA). The model uses four sources of information: population by age and ethnicity as enumerated by the 1980 census at the zipcode level; age-cohort survival tables prepared by the State Department of Finance at the county level; projections of population at the zipcode level made by the Southern California Association of Governments from their own economic modeling; and annual estimates of total population made by the Los Angeles County Department of Regional Planning, at a community level that is usually an aggregation of four or five zipcodes.

TABLE 1

SELECTED POPULATION CHARACTERISTICS BY COLLEGE SERVICE AREA, 1980, 1985, 1989

College Service Areas		Total Population	College-Relevant Population				Ethnicity Percentages of College-Relevant Population			
			18 - 19	20 - 24	25 - 34	35 - 54	Asian	Black	Hispanic	White
City	1980	562,671	15,864	56,120	121,892	130,505	13.1	5.2	32.6	46.8
	1985	603,467	12,228	43,804	131,501	147,367	13.4	5.1	34.2	45.0
	1989	644,942	12,472	38,826	127,106	170,686	13.7	5.0	35.3	43.6
East	1980	782,531	29,159	80,151	130,265	153,567	8.1	1.0	68.5	21.6
	1985	858,129	25,504	70,164	141,932	174,535	8.1	1.0	69.6	20.5
	1989	881,737	25,079	61,493	130,939	193,106	8.2	0.9	70.5	19.6
Harbor	1980	338,633	12,702	28,992	51,772	84,998	9.8	11.9	24.7	52.6
	1985	358,923	11,482	27,441	55,393	95,155	9.9	12.4	25.1	51.6
	1989	378,940	10,569	24,686	52,920	107,966	9.9	12.5	25.9	50.7
Mission	1980	311,903	12,218	30,080	52,715	74,055	4.1	6.0	30.5	58.6
	1985	324,006	10,137	26,451	54,766	79,451	4.1	6.3	32.2	56.5
	1989	369,798	10,287	25,072	55,890	97,194	4.1	6.5	33.1	55.4
Pierce	1980	377,983	14,865	38,655	64,639	101,092	4.1	1.5	9.7	83.7
	1985	383,773	11,630	33,072	67,563	109,841	4.2	1.6	10.0	83.4
	1989	426,328	11,187	30,169	67,969	133,715	4.3	1.6	10.2	83.1
Southwest	1980	363,895	14,946	35,314	55,679	74,597	6.1	64.6	20.0	8.7
	1985	379,787	13,054	31,790	58,137	81,053	6.0	65.0	20.5	8.0
	1989	396,393	12,230	28,529	54,618	91,420	5.8	65.1	21.0	7.5
Trade-Tech	1980	445,894	18,959	53,449	83,386	89,078	8.5	36.0	45.2	9.3
	1985	509,778	14,718	46,501	95,869	107,155	8.4	34.8	47.2	8.5
	1989	503,858	13,758	37,768	85,018	114,358	8.3	35.3	47.7	7.7
Valley	1980	445,291	13,200	44,669	86,535	106,011	4.0	2.0	18.5	74.3
	1985	460,369	10,044	34,603	90,134	114,699	4.2	2.1	19.5	73.1
	1989	509,980	9,935	31,301	89,359	136,286	4.3	2.1	20.4	71.9
West	1980	565,194	19,985	58,353	113,366	139,747	6.5	20.6	13.0	58.5
	1985	573,067	14,349	45,770	117,065	149,996	6.5	21.0	13.9	57.3
	1989	606,602	13,596	40,000	113,442	173,218	6.6	20.8	14.8	56.4
District	1980	4,193,995	151,898	425,783	760,249	953,650	7.5	14.5	31.8	45.0
	1985	4,451,299	123,146	359,596	812,360	1,059,252	7.6	14.6	33.2	43.4
	1989	4,718,577	118,969	317,844	777,262	1,217,950	7.6	14.3	33.5	43.4

Source: 1980 data are from Southern California Association of Governments, Census Data Center, census data as of 4/1/80. 1989 estimates of the total population are by the Los Angeles County Department of Regional Planning, and for the basis of projections by the Office of Research, Planning and Analysis. Age and ethnicity estimates for 1989 are from models developed by the RPA Office.

COLLEGE SERVICE AREA ENROLLMENT AND PARTICIPATION

A college's service area consists of those zipcode zones located closer to the designated college than to neighboring colleges. Service areas as defined do not overlap, but students may cross service area boundaries to attend the college of their choice.

Table 2.1 shows each college's percentage share of enrollment from each college service area. Many colleges draw students from outside the discrete areas described in the table, but only Mission and Trade-Tech attract fewer than half their service area's District college students. A greater percentage of Trade-Tech's area's students attend nearby City College, but Trade-Tech's specialized vocational offerings draw substantial percentages of students from the City, West, Southwest and East service areas, and even from outside the District. Mission has been gaining ground since 1980 in its competition for students with the other two San Fernando Valley colleges, but its share of local students is still the smallest of any District college. This situation may change after Mission occupies its new campus in Fall 1991.

In Fall 1989, the Los Angeles Community College District drew 13.5% of its students from neighboring college district service areas, a full percentage point increase from the previous year, but the same percentage as in 1980. Trade-Tech's specialized vocational offerings attracted over a fifth of its students from outside the District, the largest proportion of any District college. This share has declined from over 25% in 1985. When Mission is installed in a new campus, perhaps more than a mere 4% of its students will come from outside the District.

Table 2.2, which is derived from some of the same sources as Table 1, shows the percentage of each college's service area residents between 18 and 54 years of age that attend their local community college. Rates for all colleges were well below their 1980 levels, but all colleges except Pierce had recovered from their low points in the middle of the decade; Pierce's exception occurred because more than half of its areas college-relevant population fell into the 35-54 category, which has the lowest rates at all colleges. Rates remained highest in the 18-19 year-old group, and in the San Fernando Valley colleges. They were lowest in the older age groups, and at West and Southwest. As Figure 2 shows, the 1985-86 increase in the youngest group's rate is matched by this year's increase in the 20-24 year-olds, as this cohort ages.

Space does not permit inclusion of outflow to other community college districts, but zipcode-level data may be supplied on request. More generalized data about interdistrict movement has been collected and analyzed in *Interdistrict Student Flow: Los Angeles and Neighboring Community College Districts*, an RPA report available on request.

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TABLE 2.1

COLLEGE SERVICE AREA ENROLLMENT DISTRIBUTION BY COLLEGE

FALL 1980, FALL 1985, FALL 1989

College Service Areas		Percentage Enrollment by College										
		City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	Total	Number
City	1980	67.7	5.6	0.1	0.1	1.8	0.4	12.1	9.5	2.8	100.0	14,928
	1985	67.4	4.6	0.2	0.2	1.5	0.3	15.7	7.7	2.3	100.0	10,647
	1989	69.4	4.3	0.1	0.7	1.3	0.4	12.9	7.4	3.2	100.0	12,407
East	1980	5.4	80.9	0.2	0.0	0.2	0.2	12.4	0.3	0.5	100.0	16,693
	1985	6.2	76.4	0.3	0.0	0.2	0.2	16.0	0.3	0.3	100.0	12,300
	1989	5.4	76.3	1.1	0.4	0.2	1.2	14.4	0.4	0.4	100.0	13,946
Harbor	1980	0.4	0.4	94.7	0.0	0.1	0.8	2.2	0.1	1.3	100.0	10,435
	1985	0.4	0.4	94.0	0.0	0.1	0.9	2.7	0.1	1.4	100.0	6,946
	1989	0.3	0.5	93.7	0.1	0.2	0.9	2.4	0.1	1.1	100.0	7,278
Mission	1980	1.1	0.5	0.0	27.4	24.0	0.0	2.0	44.5	0.5	100.0	9,949
	1985	0.9	0.5	0.0	30.3	2.5	0.0	1.6	41.6	0.5	100.0	7,596
	1989	1.4	0.3	0.0	38.7	20.1	0.0	2.1	36.5	0.3	100.0	9,416
Pierce	1980	0.4	0.3	0.0	1.0	88.8	0.0	0.6	8.3	0.5	100.0	18,620
	1985	0.5	0.3	0.0	3.2	85.6	0.0	0.7	9.1	0.6	100.0	13,292
	1989	0.6	0.1	0.1	4.3	82.8	0.0	0.8	10.3	0.4	100.0	14,706
Southwest	1980	11.4	3.5	8.4	0.0	0.4	45.2	24.8	0.6	5.7	100.0	10,734
	1985	10.4	4.6	8.4	0.0	0.6	41.0	25.3	0.9	8.7	100.0	4,892
	1989	8.5	4.4	5.4	0.4	0.2	51.7	20.9	0.4	7.6	100.0	6,071
Trade-Tech	1980	41.6	3.9	0.3	0.0	0.6	5.9	35.3	1.3	11.1	100.0	12,437
	1985	42.3	3.8	0.5	0.1	0.7	4.2	36.9	1.4	10.0	100.0	8,093
	1989	40.0	3.7	0.3	0.4	0.4	5.5	35.7	1.3	12.3	100.0	9,287
Valley	1980	1.5	0.5	0.0	1.2	15.1	0.0	1.8	79.3	0.6	100.0	17,140
	1985	1.9	0.4	0.0	2.9	16.1	0.0	1.7	76.4	0.5	100.0	13,077
	1989	2.6	0.3	0.0	4.3	14.1	0.1	2.1	75.1	0.6	100.0	14,792
West	1980	11.9	1.3	0.5	0.0	2.6	4.2	15.2	3.9	60.5	100.0	12,738
	1985	12.5	1.7	0.7	0.2	2.5	3.7	19.0	3.0	56.8	100.0	6,042
	1989	8.5	1.0	0.5	0.5	2.0	3.7	13.7	2.9	66.2	100.0	8,034
All District Resident Students	1980	15.7	12.6	8.8	2.5	18.0	5.1	11.1	17.6	8.5	100.0	123,674
	1985	15.7	12.9	8.5	3.8	19.0	3.2	11.6	18.8	6.3	100.0	82,885
	1989	15.6	12.5	7.8	5.4	17.4	4.4	10.6	18.3	8.0	100.0	96,489
Out of District Students	1980	9.4	13.1	10.4	1.0	10.0	8.4	25.5	8.7	13.5	100.0	8,801
	1985	7.9	11.6	7.7	3.1	18.2	4.2	26.2	8.1	13.6	100.0	8,894
	1989	8.5	13.4	10.7	4.2	11.2	10.5	20.2	7.9	13.5	100.0	12,189
Total Students	1980	15.3	12.6	8.9	2.5	17.5	5.3	12.0	17.1	8.8	100.0	132,475
	1985	15.0	12.8	8.5	3.7	19.0	3.3	13.0	17.7	7.0	100.0	91,779
	1989	14.8	12.6	8.1	5.3	16.7	5.1	11.6	17.1	8.6	100.0	108,678

Source: Student Data Tape 551, Data Processing Branch, Business Services Division, 1985-1989.

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TABLE 2.2

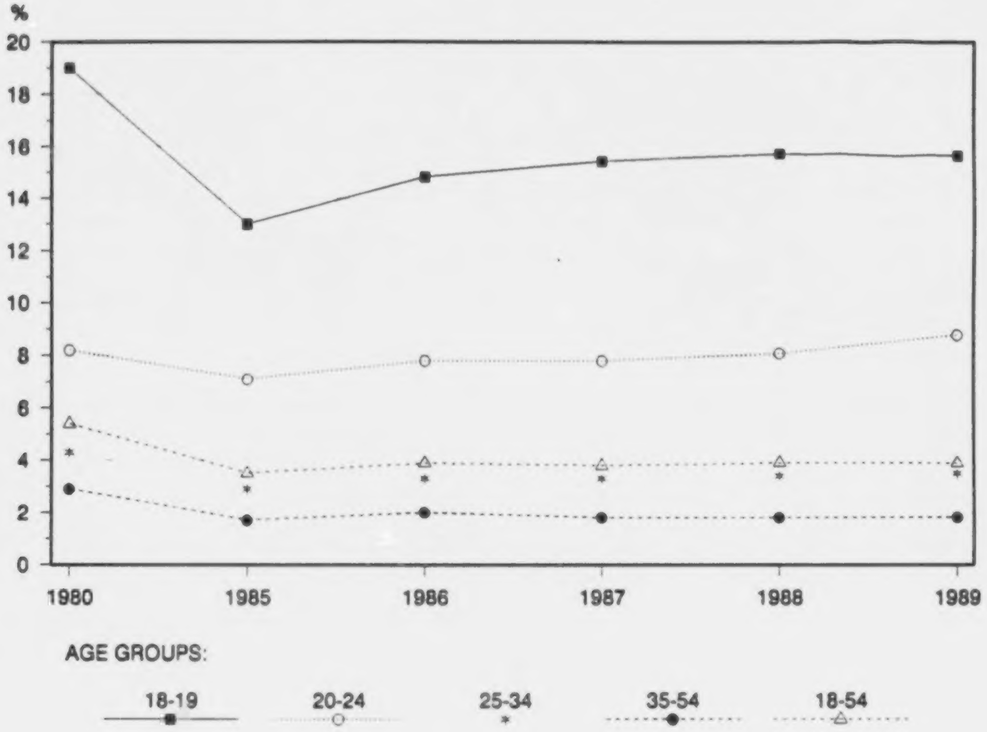
AGE-SPECIFIC PARTICIPATION RATES BY COLLEGE SERVICE AREA

FALL 1980, FALL 1985, FALL 1989

College Service Area		Participation Rates				
		18-19	20-24	25-34	35-54	18-54
City	1980	14.2	7.7	4.2	2.5	4.6
	1985	11.2	7.3	2.8	1.7	3.2
	1989	12.2	8.7	3.4	1.9	3.6
East	1980	14.7	6.9	3.3	1.6	4.2
	1985	10.6	6.3	2.3	1.1	3.0
	1989	13.1	7.6	2.9	1.1	3.4
Harbor	1980	22.8	9.1	4.1	3.2	5.8
	1985	12.9	6.9	2.9	1.8	3.5
	1989	14.5	8.4	3.3	1.8	3.7
Mission	1980	20.9	8.9	4.5	3.2	5.9
	1985	15.4	8.3	3.6	2.3	4.4
	1989	19.7	10.6	4.4	2.3	5.0
Pierce	1980	36.0	14.0	5.6	4.2	8.5
	1985	28.2	13.9	4.8	2.5	6.2
	1989	33.8	15.5	5.0	2.1	6.0
Southwest	1980	20.1	8.9	4.7	2.6	5.9
	1985	8.3	4.5	2.3	1.3	2.7
	1989	8.6	6.0	3.3	1.5	3.1
Trade-Tech	1980	13.2	7.0	4.6	2.7	5.1
	1985	9.3	5.3	2.7	1.6	3.1
	1989	12.4	7.5	3.3	1.7	3.7
Valley	1980	26.9	10.2	5.4	4.1	6.8
	1985	22.6	10.7	4.2	2.9	5.2
	1989	26.8	13.5	5.0	2.6	5.6
West	1980	12.2	5.3	3.3	2.5	3.8
	1985	6.5	3.2	1.7	1.2	1.9
	1989	7.6	4.8	2.2	1.5	2.4
District	1980	19.0	8.2	4.3	2.9	5.4
	1985	13.0	7.1	2.9	1.7	3.5
	1989	15.6	8.8	3.5	1.8	3.9

Source: 1980 data, Southern California Association of Governments, Census Data Center, Census Data as of 4/1/80. 1989 Estimates are by the Los Angeles County Department of Regional Planning. Age and ethnicity estimates for 1989 are from models developed by the Office of Educational Research, Planning and Analysis.

FIGURE 2: DISTRICTWIDE AGE-SPECIFIC PARTICIPATION RATES, FALL 1980 - FALL



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ENROLLMENT BY ZIPCODE-DEFINED SUBAREA AND COLLEGE

Table 2.3 shows the geographic origins of District area students in greater detail. It is evident that many students do not attend the colleges closest to their homes. More students from Trade Tech's immediate neighborhood attend City than Trade Tech, but the latter college draws substantial enrollment from the City, West, Southwest and East service areas. Valley continues to draw more students from Pacoima, Mission Hills and Sunland than nearby Mission, and more than a fifth of Van Nuys students attend Pierce rather than Valley. Harbor shares the smallest proportion of its area students with other district colleges, while attracting almost as many students from Gardena as Southwest. Many other details of student distribution may be found in this table. But numbers of area students attending colleges outside the District are not available at the zipcode level.

TABLE 2.3

ENROLLMENT BY ZIPCODE-DEFINED SUBAREA AND COLLEGE, FALL 1989

Subareas and Zipcodes	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
CITY:										
La Brea 90004,20,36,38 90048	3,064	61	3	11	44	12	382	229	206	4,012
Hollywood 90027,28,46,68 90069	2,353	24	4	19	64	10	207	521	148	3,350
Echo Park 90012,26,29	2,535	168	1	15	19	9	517	92	18	3,374
Eagle Rock 90039,41,42,65	695	282	3	40	34	13	496	77	31	1,671
EAST:										
Alhambra 91775,76 91801,03	123	1,388		5	5	1	255	10	7	1,794
Bell 90201,55,70,80	158	1,630	142	28	4	161	584	9	18	2,734
Boyle Heights 90022,23,31,32 90033,40,63	372	4,814	6	19	8	7	838	25	18	6,107
Monterey Park 90640,91754,70	108	2,834	4	4	4	1	336	10	10	3,311
HARBOR:										
Carson/Torrance/ Wilmington 90501,02 90744-46 90810	15	24	2,708	5	2	57	99	5	38	2,953
Harbor City/ San Pedro 90710,17,31,32	7	9	3,104	2	5	5	69	1	30	3,232
Palos Verdes 90274	3	2	1,059		4	4	10	1	12	1,095

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TABLE 2.3 (CONTINUED)

Subareas and Zipcodes	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
MISSION:										
Pacoima 91331,52	57	6		926	279		51	1,560	5	2,884
Mission Hills 91343,45	21	2	1	418	582		32	654	7	1,717
San Fernando 91340,42,44	36	11	2	2,225	989	1	73	1,022	13	4,372
Sunland 91040,42	18	5		99	54	1	43	222	2	444
PIERCE:										
Woodland Hills 90290.91302 91364,67	12	6	2	69	2,798	2	16	173	14	3,092
Canoga Park 91303,04,06,07 91311	28	3	1	173	4,886	1	41	379	13	5,525
Reseda 91316,24,25,26 91335,56	50	9	5	397	4,563	3	65	966	33	6,091
SOUTHWEST:										
Gardena 90247,48,49	24	4	198		1	236	87	3	70	623
Broadway 90003,61	116	31	31	3	6	590	304	10	54	1,145
Florence 90001,02,59	160	199	31	7	1	626	367	4	55	1,450
Normandie 90044,45,46,47	218	35	71	14	4	1,700	514	10	287	2,853
TRADE-TECH:										
Pico-Western 90005,06,19,57	2,208	103	4	14	24	64	868	63	513	3,861
Exposition 90007,11,18,37 90058,62	1,240	193	23	20	16	447	2,226	47	614	4,826
Westlake 90013,14,15,17 90051,71	279	51	2	2		4	239	7	16	600

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TABLE 2.3 (CONTINUED)

Subareas and Zipcodes	City	East	Harbor	Mission	Pierce	Southwest	Trade-Tech	Valley	West	District
VALLEY:										
Burbank 91501,02,04,05 91506	74	17	2	72	123	2	74	1,343	5	1,712
Van Nuys 91401,02,03,04 91405,06,11,23 91436	118	15	1	377	1,620	7	126	5,163	50	7,477
N. Hollywood 91601,02,03,04 91605,06,07	197	12	2	188	366	4	107	4,697	30	5,603
WEST:										
Beverly Hills 90210,11,12	26	1	3	7	25	2	14	56	58	192
Palisades 90024,49,72	45	3	3	5	38	5	20	75	167	361
West L.A. 90025,34,35,64 90067	156	14	2	4	44	16	201	47	1,242	1,726
Windsor Hills 90008,16,43	386	47	14	13	7	258	701	28	1,685	3,139
Culver City 90045,66 90230,91	79	14	21	15	47	19	174	28	2,219	2,616

Source: Student Data Tape 551, Data Processing Branch, Educational Services Division, Fall 1989.

TABLES AND FIGURES

Student and
Enrollment Characteristics

ENROLLMENT BY COLLEGE, DISTRICT AND STATE

Tables 3.1 through 3.4 show the full span of District enrollment from the early sixties, and for the State since 1972. National credit enrollment figures were obtained from the federal Department of Education's National Center of Educational Statistics, and are included for the first time; numbers for years later than 1987 are not yet available. Blank spaces for Mission, Southwest and West indicate the years before these colleges were established.

Although California has little more than 10% of the U.S. population, its Fall 1987 community college enrollment was amost 24% of nationwide enrollment in public two-year colleges. Since 1985, the Los Angeles Community College District has provided slightly more than 9% of total statewide enrollment. The parallel columns and line charts show that enrollment decline occcured at all three levels in the mid-eighties, but was more acute within the Los Angeles District. The LACCD has also taken longer to recover. Its Fall 1989 increase of over 3% was greater than the previous year's, but still lower than the 5.7% statewide increase.

Non-credit course enrollment is tallied from 1986, when it grew to significant levels at several colleges. These numbers represent ADA-generating enrollment, and do not include recreational/avocational classes offered through community services; these data are not currently available at the national level. The institution of Amnesty-sponsored citizenship and ESL classes for immigrants in Fall 1988 has caused a sharp rise in non-credit enrollment. This growth is expected to continue, even after the expiration of the Amnesty Program. The first census non-credit numbers listed here must be considered lower than actual enrollment, since classes are often modular, not full or not even begun by first census, and reporting by colleges to the District data base has frequently been delayed. But the full actual non-credit enrollment has been included for ADA when applicable.

TABLE 3.1

UNDUPLICATED FIRST CENSUS CREDIT ENROLLMENT BY COLLEGE, FALL 1964 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1964	15,306	9,770	4,867	—	9,420	—	14,944	13,723	---	68,030
1965	16,922	9,804	5,853	—	11,139	—	15,447	15,000	—	74,165
1966	18,023	12,359	6,363	—	12,207	—	14,545	15,983	—	79,480
1967	18,137	13,136	6,712	—	12,636	1,044	14,233	16,258	—	82,156
1968	18,745	13,043	7,493	—	14,128	2,537	14,224	18,042	—	88,212
1969	17,463	13,014	7,852	—	14,617	2,525	15,688	17,028	3,282	91,469
1970	18,069	13,606	8,408	—	16,000	2,940	15,433	18,481	4,239	97,176
1971	17,802	14,042	9,130	—	16,317	3,858	15,645	19,066	4,832	100,692
1972	19,622	14,094	9,213	—	16,743	4,087	15,345	17,457	4,954	101,515
1973	19,185	15,626	10,050	—	17,335	4,387	16,524	18,609	5,700	107,416
1974	23,514	16,833	10,736	—	21,206	4,655	18,155	21,323	7,240	123,662
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	134,472
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	123,154
1977	19,535	15,763	11,812	3,060	22,654	7,119	17,306	21,796	8,712	127,757
1978	18,776	14,998	11,357	2,678	21,700	6,068	15,695	21,412	10,041	122,725
1979	18,701	16,026	11,681	3,025	22,852	7,450	15,993	22,055	11,407	129,190
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	132,475
1981	20,492	17,772	12,541	4,023	23,770	8,049	17,130	22,671	11,085	137,533
1982	20,169	17,709	11,786	4,589	23,721	7,165	16,415	22,358	10,825	134,737
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	118,538
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	101,300
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	108,228

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1964 through 1982, and Computer Report CCAF130, Office of Attendance Accounting, Educational Services Division, 1983 through 1989. Enrollments do not include ITV.

TABLE 3.2

UNDUPLICATED FIRST CENSUS NON-CREDIT ENROLLMENT BY COLLEGE, FALL 1986 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1986	419	—	422	—	120	—	94	—	—	1,055
1987	493	344	126	—	13	8	133	—	—	1,117
1988	974	384	398	7	—	857	485	—	—	3,105
1989	1,611	283	276	544	71	808	727	76	74	4,470

Source: Census Class Enrollment Report D3900, Office of Attendance Accounting, Educational Services Division, 1986 through 1989.

TABLE 3.3

DISTRICT, STATE AND NATIONAL CREDIT ENROLLMENT, FALL 1972 - FALL 1989

	Los Angeles Community Colleges		California Community Colleges		U.S. Community Colleges	
	Enrollment	% Change from Previous Year	Enrollment	% Change from Previous Year	Enrollment	% Change from Previous Year
1972	101,515		921,944		2,640,939	
1973	107,416	5.8	1,009,306	9.5	2,889,621	9.4
1974	123,662	15.1	1,136,478	12.6	3,285,482	13.7
1975	134,472	8.7	1,101,548	13.1	3,836,366	16.8
1976	123,154	-8.4	1,075,462	-2.3	3,751,786	-2.2
1977	127,757	3.7	1,115,874	5.3	3,901,769	4.0
1978	122,725	-3.9	1,046,128	-12.3	3,873,690	-0.7
1979	129,190	5.3	1,095,932	7.6	4,056,810	4.7
1980	132,475	2.5	1,124,522	10.9	4,328,782	6.7
1981	137,533	3.8	1,211,845	3.4	4,480,708	3.5
1982	134,737	-2.0	1,164,195	-5.5	4,519,653	0.9
1983	118,538	-12.0	1,049,276	-7.7	4,459,330	-1.3
1984	101,300	-14.5	949,784	-6.0	4,279,097	-4.0
1985	91,779	-9.4	975,233	0.1	4,269,733	-0.2
1986	102,533	11.7	1,050,132	7.7	4,414,129	3.4
1987	102,209	-0.3	1,087,678	3.6	4,541,054	2.9
1988	105,000	2.7	1,130,505	3.9		
1989	108,228	3.1	1,195,390	5.7		

Sources: TOTAL AND FULL-TIME ENROLLMENT, California Institutions of Higher Education, Fall 1983 through Fall 1987, Department of Finance, Sacramento, California; California Postsecondary Education Comission Data Abstracts, Fall 1988; California Community Colleges, Fall 1989; DIGEST OF EDUCATIONAL STATISTICS, National Center for Educational Statistics, U.S. Department of Education, 1989.

TABLE 3.4

DISTRICT AND STATE NON-CREDIT ENROLLMENT, FALL 1986 - FALL 1989

	Los Angeles Community College District		California Community Colleges	
	Enrollment	% Change from Previous Year	Enrollment	% Change from Previous Year
1986	1,055		172,931	
1987	1,117	5.9	173,681	0.4
1988	3,105	178.0	203,524	17.2
1989	4,470	44.0	212,304	4.3

Sources: TOTAL AND FULL-TIME ENROLLMENT, CALIFORNIA INSTITUTIONS OF HIGHER EDUCATION, Fall 1986 through Fall 1989, Department of Finance, Sacramento, California; Data Processing Report D3900, 1986-1989, Los Angeles Community College District .

FIGURE 3.1: DISTRICT UNDUPLICATED CREDIT ENROLLMENT, FALL 1972 - FALL 1989

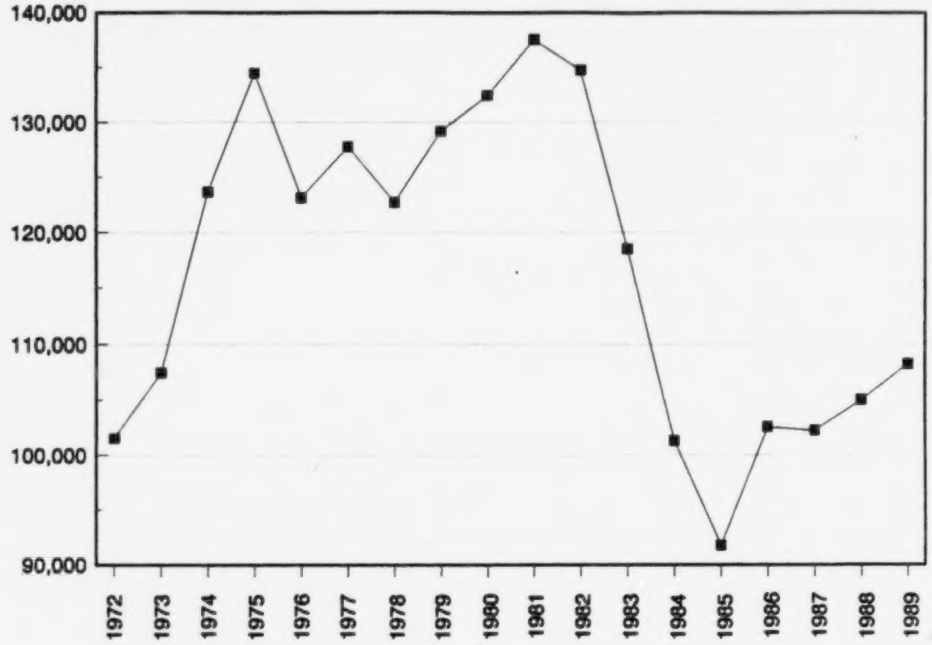


FIGURE 3.2: UNDUPLICATED CREDIT ENROLLMENT IN CALIFORNIA COMMUNITY COLLEGES FALL 1972 - FALL 1989

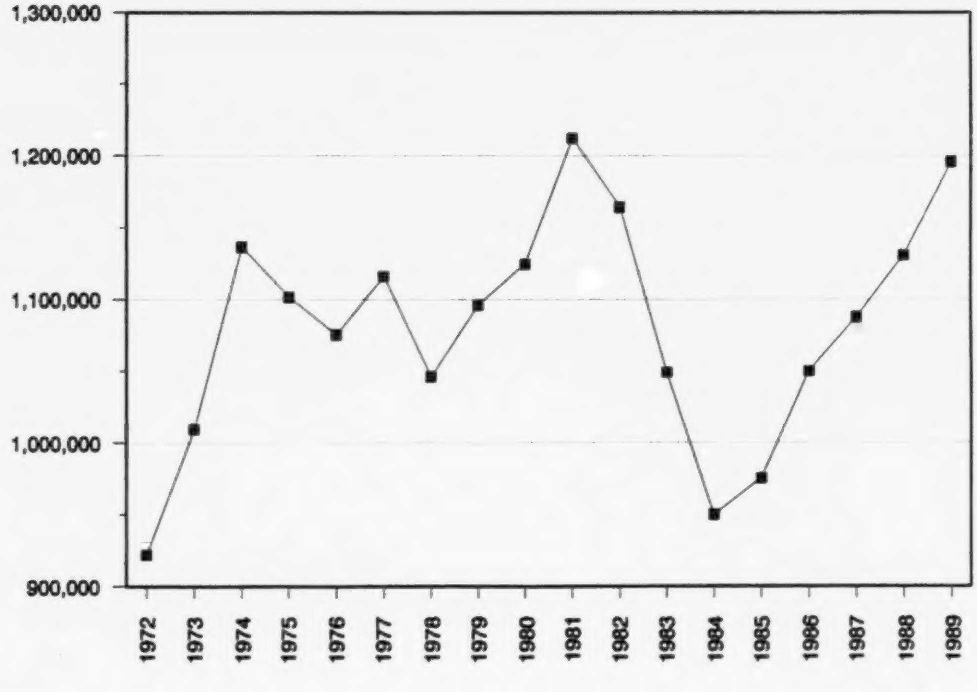


FIGURE 3.3: DISTRICT, STATE AND NATIONAL ANNUAL PERCENTAGE CHANGE IN CREDIT ENROLLMENT, FALL 1973 - FALL 1989

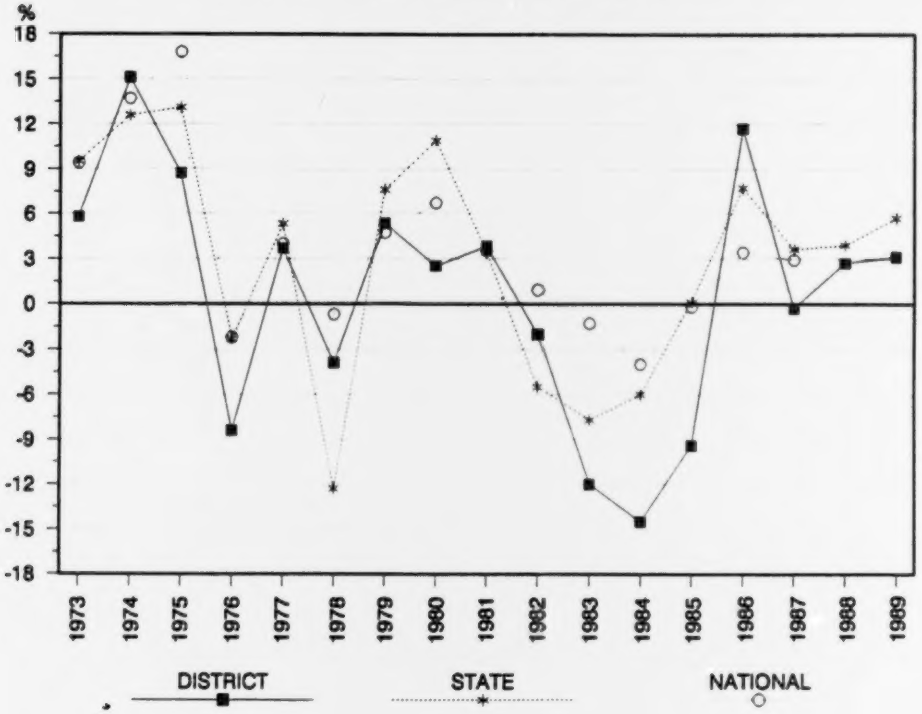


FIGURE 3.4: NATIONAL UNDUPLICATED COMMUNITY COLLEGE CREDIT ENROLLMENT, FALL 1972 - FALL 1987

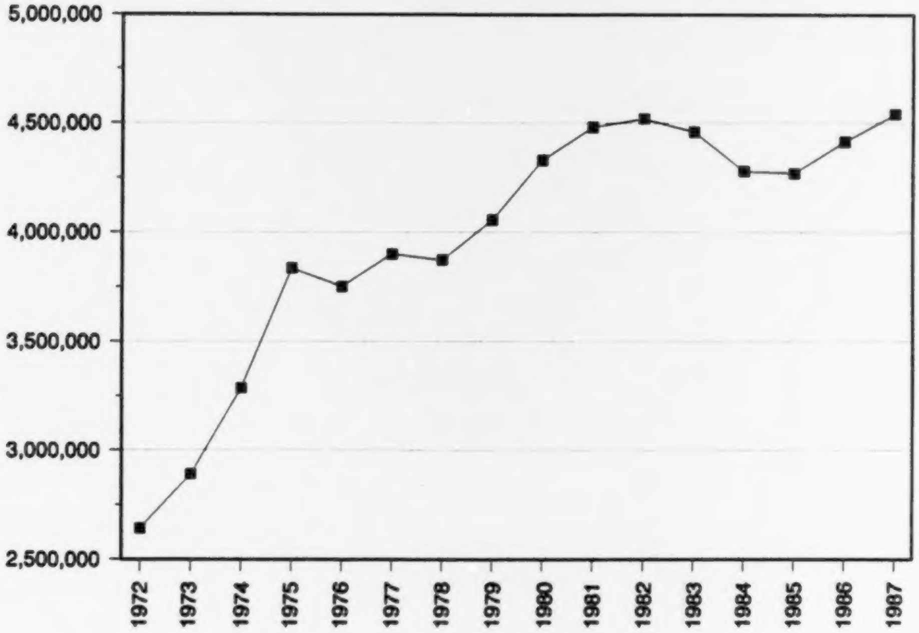
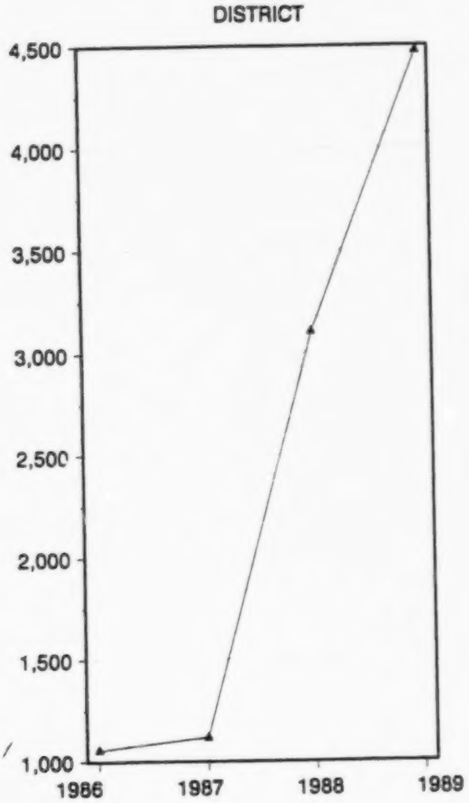
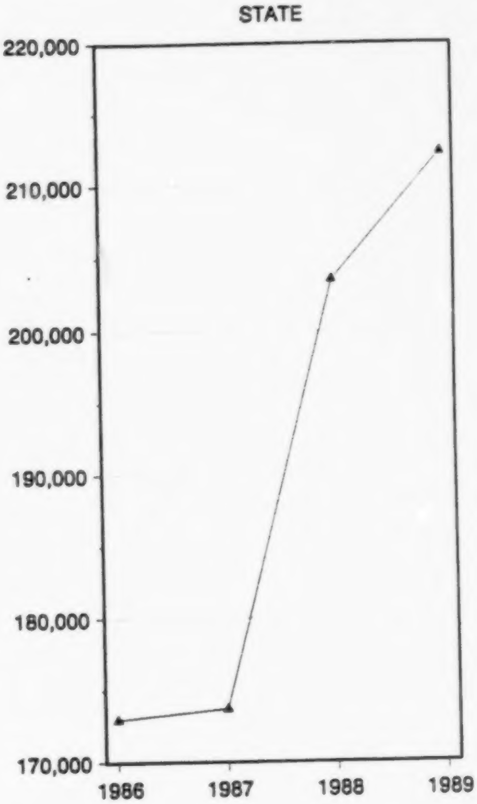


FIGURE 3.5: DISTRICT AND STATE NON-CREDIT ENROLLMENT, FALL 1986 - FALL 1989





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AVERAGE DAILY ATTENDANCE (ADA)

This important measure is the basis for state reimbursement funding. It is obtained by formulas that vary according to the different ways in which class participation is measured; i.e. weekly student contact hours (WSCH), positive attendance, daily student contact hours, or independent study.

For example: the ADA for WSCH-measured classes, which "cross" both censuses, may obtained by averaging first and second census enrollment for both semesters; multiplying this average by a discount factor of .911, which represents a hypothetical percentage of enrolled students actually attending classes; multiplying this figure by 35, which represents the number of weeks for both semesters; and dividing the result by 525, which would be the attendance hours per year of a student attending classes sixteen hours a week. Other types of classes use different formulas up to the final step, but 525 is the standard yearly load divisor equalling one ADA.

The positive attendance formula is used to calculate ADA for classes that do not meet at regular hours or that operate on an open-entry exit basis. By law, all non-credit classes must be counted as positive attendance. Under the formula, the actual attendance of each student for each hour is counted, and divided by 525 to obtain the ADA figure.

Summer school classes are counted under the daily census procedure, which is similar to first census. The enrollment for each of two days, which are respectively 20% and 60% of the way through the semester, is averaged, then multiplied by the number of days the class is in session. The product is then multiplied by .911 and divided by 525.

Under AB 1725, program-based funding is projected to replace ADA, and four categories of funding additional to instruction will be included: instructional support such as libraries; student services; maintenance and operations; and administrative overhead. Factors other than class enrollment to be measured will include size of library collections, square footage of facilities, number of employees, and head count enrollment, among others. Implementation of the new procedures will depend on the availability of program improvement funds. If these funds increase by $70 million before 1991-92, program-based funding may begin that year. By itself, the new format is not expected to increase funding significantly, although it will give colleges a longer interval between enrollment declines and decreasing revenue.

If Figure 4 is compared with Figure 3.1, it can be seen that fluctuations in ADA parallel those in enrollment, with minor differences caused by the former's inclusion of load as a factor, and its whole year span. For example, District enrollment rose in Fall 1980, but ADA was down, possibly because more students took fewer units, and spring enrollment was below the previous year. In 1989-90, the 5.6% increase in District ADA was greater than that in Fall 1989 enrollment (3.1%), indicating a rise in student hour load.

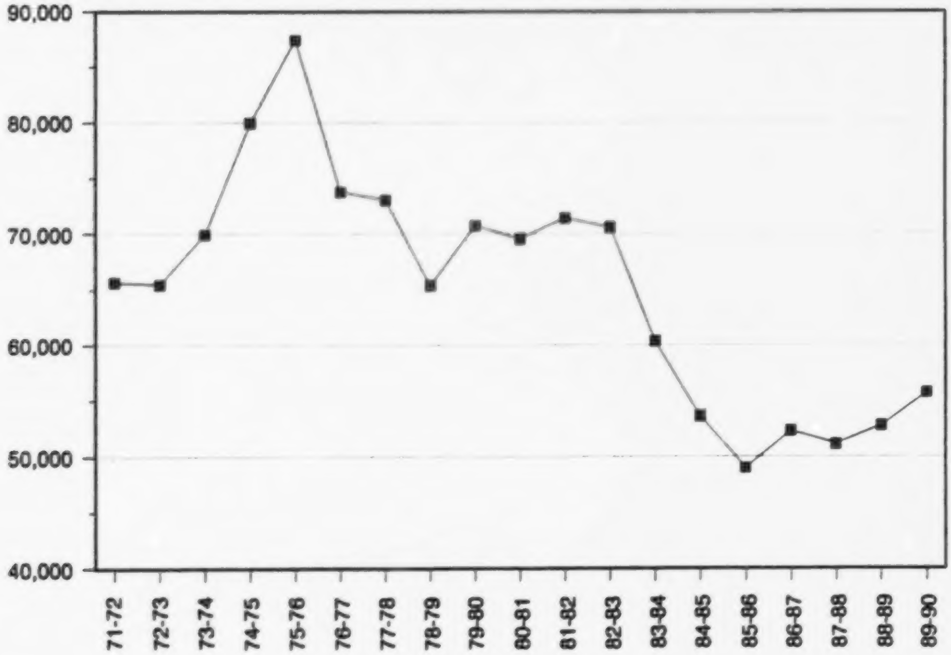
TABLE 4

AVERAGE DAILY ATTENDANCE (ADA) BY ACADEMIC YEAR, 1969-70 - 1989-90

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1969/70	13,173	7,924	5,896	—	9,958	1,784	11,428	10,785	2,307	63,255
1970/71	12,673	8,078	6,097	—	10,290	2,092	11,070	10,894	2,626	63,820
1971/72	12,646	8,211	6,326	—	10,915	2,535	11,550	10,507	2,963	65,653
1972/73	12,423	8,676	6,185	—	10,934	2,449	11,649	10,197	2,920	65,433
1973/74	12,653	9,711	6,535	—	11,200	2,667	12,632	11,160	3,390	69,948
1974/75	14,129	10,888	7,261	238	13,247	3,183	14,025	12,935	4,035	79,941
1975/76	15,805	11,820	7,987	1,152	14,097	3,828	14,436	14,258	4,027	87,410
1976/77	12,447	9,732	6,716	1,065	12,279	3,428	12,636	11,771	3,716	73,790
1977/78	11,992	8,911	6,741	1,304	12,250	3,758	12,047	11,367	4,668	73,038
1978/79	10,610	8,026	6,140	1,053	10,887	3,400	10,372	10,360	4,524	65,372
1979/80	11,020	8,892	6,671	1,069	12,058	4,212	10,725	10,850	5,234	70,731
1980/81	11,178	8,837	6,350	1,127	11,490	3,755	11,110	10,368	5,338	69,553
1981/82	11,437	9,186	6,616	1,391	12,230	4,002	11,140	10,320	5,100	71,422
1982/83	11,282	9,461	6,472	1,528	11,727	3,647	11,194	10,390	4,906	70,607
1983/84	9,542	7,993	5,197	1,341	10,318	2,963	9,959	8,954	4,109	60,376
1984/85	8,892	6,826	4,561	1,157	9,550	2,245	9,004	7,943	3,446	53,624
1985/86	7,735	6,298	4,343	1,359	8,839	1,698	8,278	7,415	3,020	48,985
1986/87	7,897	6,614	4,661	1,895	9,278	2,126	8,246	7,943	3,654	52,314
1987/88	7,464	6,446	4,586	1,932	9,041	2,210	7,804	8,019	3,613	51,115
1988/89	7,747	6,810	4,532	2,115	9,110	2,514	8,020	8,153	3,766	52,767
1989/90	8,514	7,386	4,635	2,426	9,402	2,836	7,973	8,505	4,065	55,742

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1977 through 1982, and ADA report CCAF320, Office of Attendance Accounting, Educational Services Division, 1983 through 1990. Figures do not include ITV, whose ADA was 484 in 1981/82 and 204 in 1989/90.

FIGURE 4: DISTRICT AVERAGE DAILY ATTENDANCE, 1971-72 - 1989-90



ENROLLMENT BY SEX

Figure 5.1 shows that after 1976, the proportions of males and females in the District as a whole reversed themselves, as females became the majority. Gender percentages have evolved from 56% male and 44% female in Fall 1972 to 55.1% female and 44.9% male in Fall 1987, and have remained at these proportions districtwide for the last three years. Females have increased their percentages at all colleges, and are the majority at all colleges except Trade-Tech, where the female share of the student body has risen 14 percentage points since 1972. The greatest increase in female participation occured before 1980; since that time it has fluctuated within a range of two or three percentage points at most colleges. Mission and Southwest have had by far the greatest percentage of females since 1980; Southwest edged into first place this year as Mission's percentage dropped three points.

TABLE 5

UNDUPLICATED ENROLLMENT BY SEX AND COLLEGE, FALL 1972 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade Tech	Valley	West	District	
										%	Number
Percent Female											
1972	51.3	41.7	46.0	——	43.3	57.4	28.0	47.4	45.9	44.0	44,628
1975	43.7	41.3	48.0	58.4	46.1	54.5	28.6	49.5	52.9	44.4	59,671
1980	53.1	55.1	54.9	68.2	52.9	68.4	36.7	57.7	61.5	54.1	71,682
1985	51.1	57.4	58.0	69.7	50.4	72.5	37.7	55.7	64.2	53.7	49,319
1986	50.5	58.0	58.4	69.1	51.6	71.8	39.6	56.4	63.0	54.8	56,203
1987	50.9	58.0	57.2	69.4	51.8	70.2	40.2	56.2	63.6	55.1	56,316
1988	51.0	58.4	57.6	68.3	52.5	67.2	41.9	56.0	62.4	55.1	57,903
1989	51.1	57.9	58.1	65.4	52.6	68.5	41.9	56.3	61.0	55.1	59,634
Percent Male											
1972	48.7	58.3	54.0	——	56.7	42.6	72.0	52.6	54.1	56.0	56,887
1975	56.3	58.7	52.0	41.7	53.9	45.5	71.4	50.5	47.1	55.6	74,801
1980	46.9	44.9	45.1	31.8	47.1	31.6	63.3	42.3	38.5	45.9	60,793
1985	48.9	42.6	42.0	30.3	49.6	27.5	62.3	44.3	35.8	46.3	42,460
1986	49.5	42.0	41.6	30.9	48.4	28.2	60.4	43.6	37.0	45.2	46,330
1987	49.1	42.0	42.8	30.6	48.2	29.8	59.8	43.8	36.4	44.9	45,893
1988	49.0	41.6	42.4	31.7	47.5	32.8	58.1	44.0	37.6	44.9	47,097
1989	48.9	42.1	41.9	34.6	47.4	31.5	58.1	43.7	39.0	44.9	48,594
Total Enrollment											
1972	19,622	14,094	9,213	—	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1982, and computer report CCAF130, Office of Attendance Accounting, Educational Services Division, 1983 through 1989.

Note: The number of females at East, Harbor and Trade-Tech in l975 have been interpolated from the 1974 and 1976 figures, due to apparent data collection errors at those schools in 1975.

FIGURE 5.1: DISTRICT UNDUPLICATED ENROLLMENT BY SEX, FALL 1972 - FALL 1989

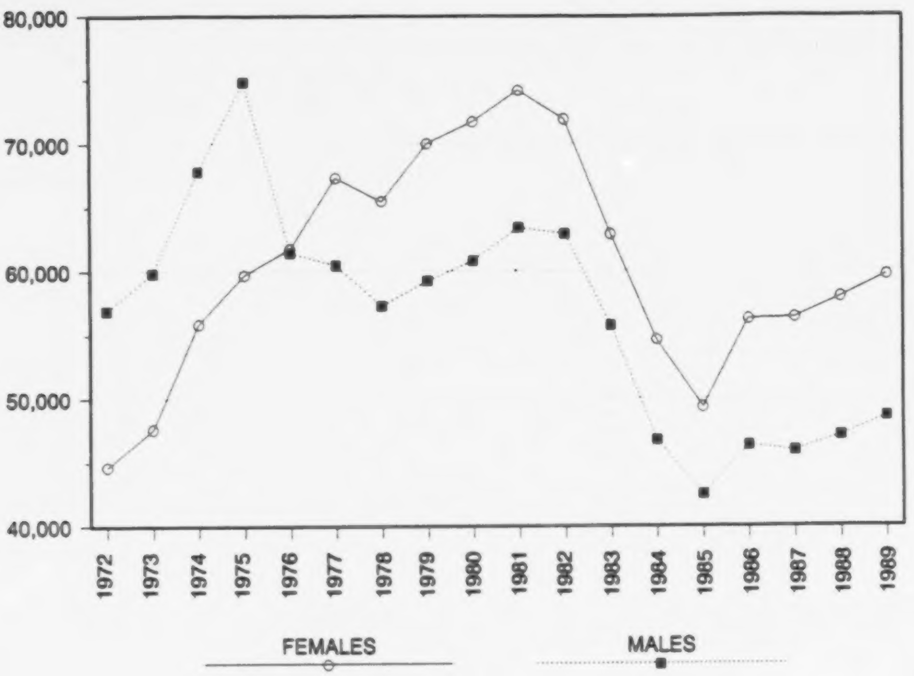
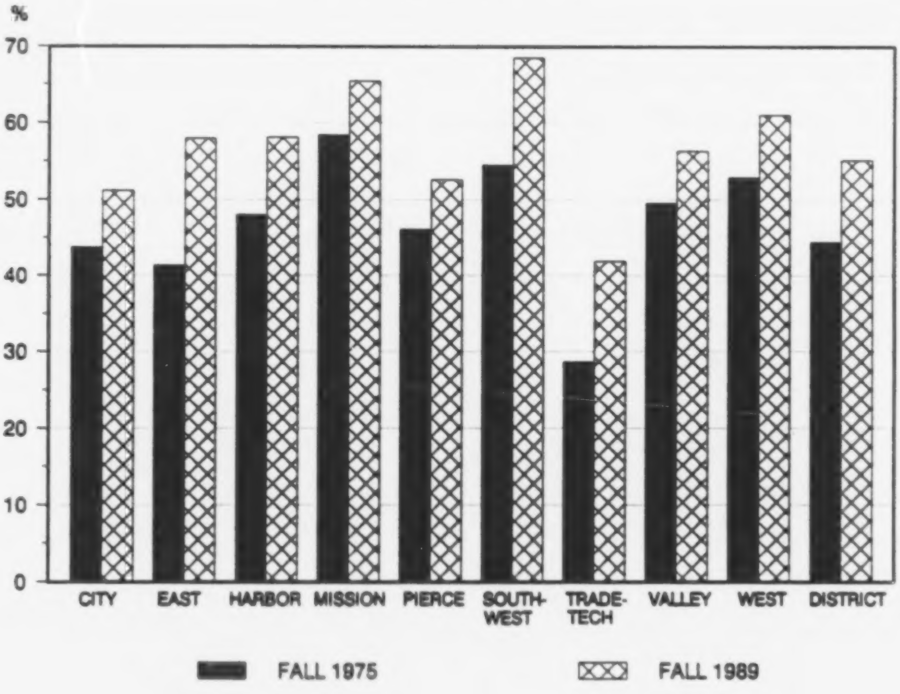


FIGURE 5.2: PERCENTAGES OF FEMALE STUDENTS BY COLLEGE AND DISTRICT, FALL 1975 AND FALL 1989



ENROLLMENT BY ETHNICITY

The percentage shifts in ethnicity of District college enrollment mirror those in the community as a whole. The most striking trends have been the sharp rise in the Asian share between 1972 and 1985, and the corresponding precipitous decline in the white percentage. There are now three times as many Asians enrolled in District colleges as in 1972, and their share of District enrollment is almost twice their percentage of the overall service area population. The white enrollment share has declined steadily from 1972 to the present, by 22 percentage points from 56% to 34%, and by over 20,000 students. Hispanics have increased steadily, not as rapidly as Asians, but from a higher population base. Their districtwide enrollment percentage has grown to match their share of the District service area college-relevant population, while the white particpation rate has correspondingly declined to 12 points below their population percentage. Blacks have stabilized at around 18% of District enrollment, still well above their 14.3% area population share.

The bar charts show that ethnic groups have been most evenly distributed at City, Trade-Tech and West. Significant change has occured even at colleges where one ethnic group has predominated. Southwest's black majority dropped from 95.9% in 1975 to 71.3% in 1989, while Hispanics increased their share from less than one percent to more than 25%. Hispanics are enrolled at a rate higher than their area population share at City, Southwest and Valley. At City, blacks and Hispanics have virtually exchanged percentages since 1975, Asians have increased their share by two thirds, and whites have lost more than a third of theirs. Asians and Hispanics have increased at Pierce and Valley while whites have declined, although whites remain majorities at both colleges. The black plurality at West has remained stable; it represents the largest black student population in the District, and is second only to El Camino College in the State.

Space does not permit the inclusion of the "Other" category, which includes Native Americans and Alaska Natives, and perhaps some east Indians or mideastern persons who do not choose to identify with the four listed groups. The "Other" category accounts for only 3.3% of the total District student population.

TABLE 6

UNDUPLICATED ENROLLMENT BY ETHNICITY AND COLLEGE

FALL 1972 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
										%	Number
Percent Asian											
1972	11.6	8.0	8.3	—	0.7	0.4	5.4	1.5	4.0	5.5	5,591
1975	15.3	8.6	8.6	1.8	1.6	1.4	6.7	2.8	5.7	6.7	9,012
1980	20.7	14.2	16.5	3.5	6.8	0.5	8.3	8.4	8.3	10.9	14,447
1985	27.2	20.3	14.3	5.0	10.7	1.0	15.5	10.1	8.4	14.5	13,333
1986	26.4	20.0	13.9	4.0	11.0	1.1	15.5	10.6	9.0	14.1	14,468
1987	26.7	21.0	13.7	4.5	11.6	1.5	16.2	11.1	9.2	14.5	14,769
1988	26.2	20.0	14.0	4.6	11.7	0.9	15.0	11.7	9.4	14.3	15,013
1989	25.3	20.7	15.0	4.7	13.1	0.8	14.7	12.5	10.4	14.8	16,018
Percent Black											
1972	32.0	5.1	10.5	—	0.9	89.5	39.4	3.0	33.5	19.7	20,003
1975	34.5	7.5	13.7	11.9	1.6	95.9	46.8	3.9	45.5	22.1	29,695
1980	35.2	4.9	16.1	11.2	3.9	98.2	52.6	6.8	50.0	25.6	33,945
1985	20.9	4.3	14.1	8.7	3.1	93.9	35.9	6.1	50.0	18.2	16,702
1986	19.5	4.4	15.5	10.3	3.4	87.3	34.8	6.3	48.6	18.7	19,216
1987	18.7	3.4	14.1	9.9	3.4	83.5	34.3	6.5	48.8	18.4	18,842
1988	17.3	3.5	14.6	8.6	3.8	71.6	32.1	6.6	47.7	18.0	18,842
1989	16.1	3.5	14.0	8.2	3.7	71.3	31.7	6.7	48.0	17.6	19,048
Percent Hispanic											
1972	14.5	52.3	13.8	—	3.2	0.8	18.1	7.2	4.1	16.1	16,294
1975	15.1	59.2	15.5	31.1	4.1	0.9	18.3	9.5	4.9	17.8	23,898
1980	19.7	67.5	18.7	42.1	7.1	0.5	24.4	13.3	6.2	21.3	28,174
1985	26.8	63.1	19.2	34.8	8.5	2.9	32.0	14.7	7.6	24.0	22,019
1986	29.4	64.2	21.0	36.8	8.3	8.5	32.9	15.5	8.3	24.7	25,360
1987	30.5	66.5	22.5	40.5	8.2	12.3	33.5	16.8	8.0	25.9	26,495
1988	33.3	67.7	23.5	43.3	8.8	25.3	37.5	18.1	9.3	28.5	29,768
1989	36.2	68.4	24.8	47.0	10.0	25.5	38.6	20.5	10.5	30.4	32,901
Percent White											
1972	38.5	32.7	64.1	—	94.0	6.1	33.7	86.1	56.1	56.2	57,037
1975	32.6	22.9	58.0	53.3	90.5	0.8	26.0	80.7	41.2	50.9	68,487
1980	21.3	11.5	45.5	39.8	78.5	0.3	12.0	66.9	32.6	39.1	51,788
1985	20.0	9.6	49.2	48.1	73.9	1.0	13.6	64.9	30.5	39.6	36,387
1986	20.3	8.9	46.7	46.0	73.5	2.0	13.9	63.2	30.5	38.9	39,890
1987	19.3	6.8	47.1	42.7	73.1	1.7	13.1	61.4	30.3	37.8	38,673
1988	18.9	6.6	45.6	40.8	71.8	1.4	12.3	59.9	30.0	36.0	37,987
1989	18.6	5.5	43.2	37.4	69.0	1.5	12.1	56.3	27.1	33.9	36,689
Total Enrollment											
1972	19,622	14,094	9,213	—	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Attendance Accounting, Educational Services Division, 1974 through 1977, and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1989.

Note: Enrollment percentages from "Other" ethnic groups are not shown here.

FIGURE 6.1: DISTRICT UNDUPLICATED ENROLLMENT BY ETHNICITY, FALL 1972 - FALL 1989

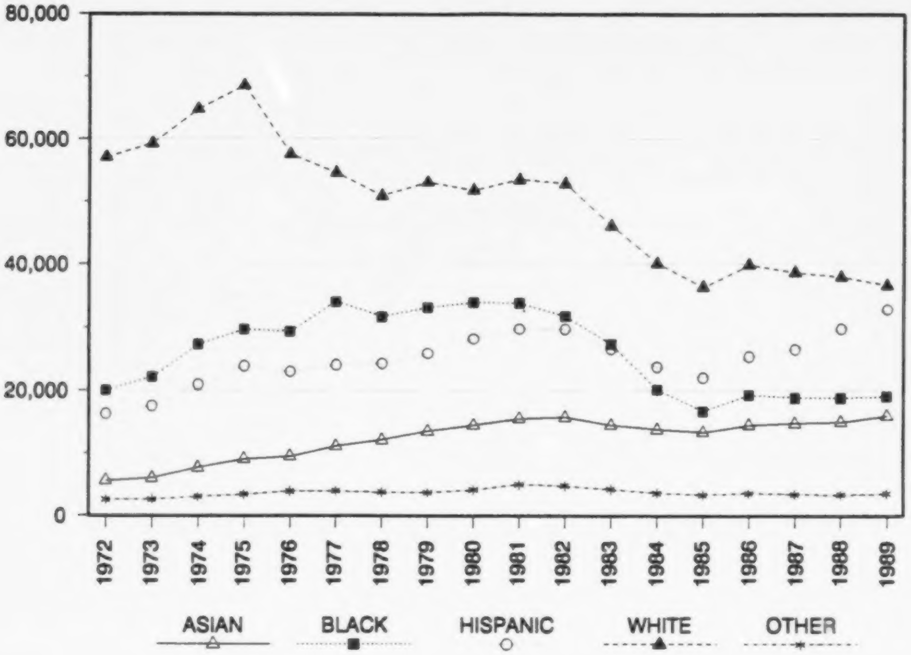


FIGURE 6.2: ENROLLMENT BY ETHNICITY AT CITY, EAST, TRADE-TECH AND DISTRICT, FALL 1975 AND FALL 1989

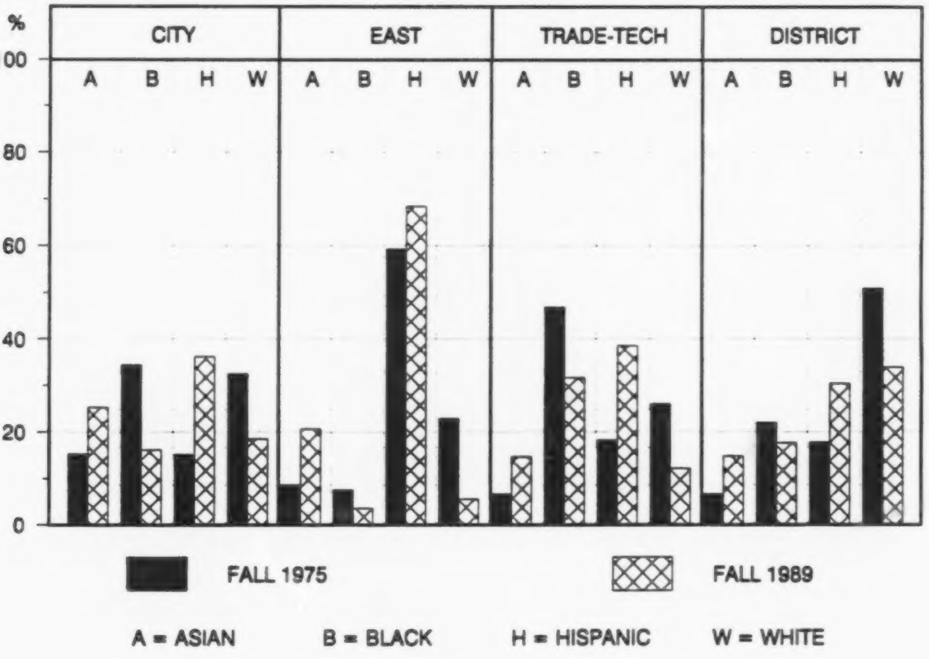


FIGURE 6.3: ENROLLMENT BY ETHNICITY AT VALLEY, MISSION, PIERCE AND DISTRICT FALL 1975 AND FALL 1989

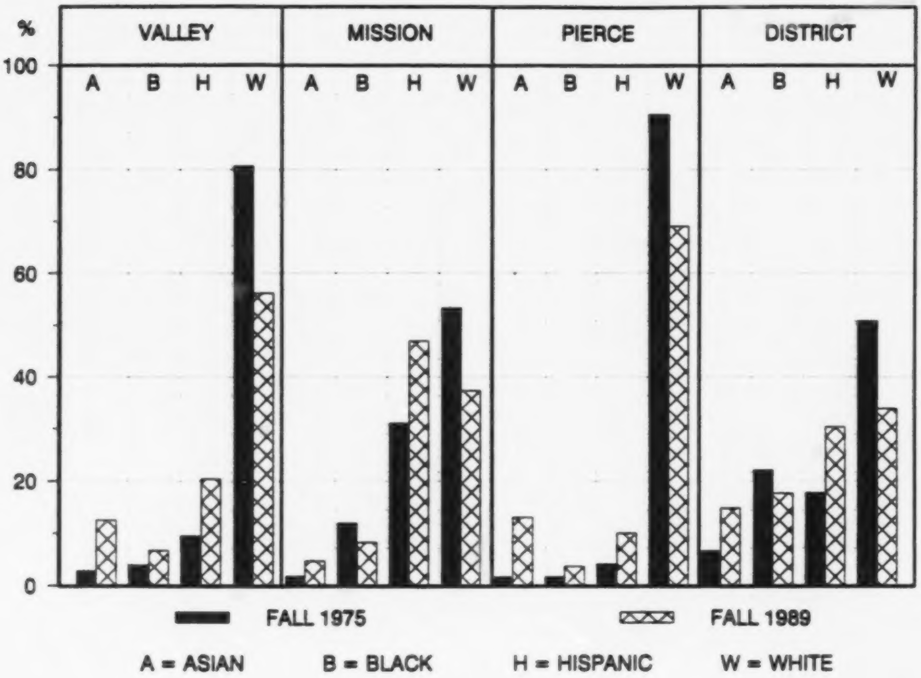
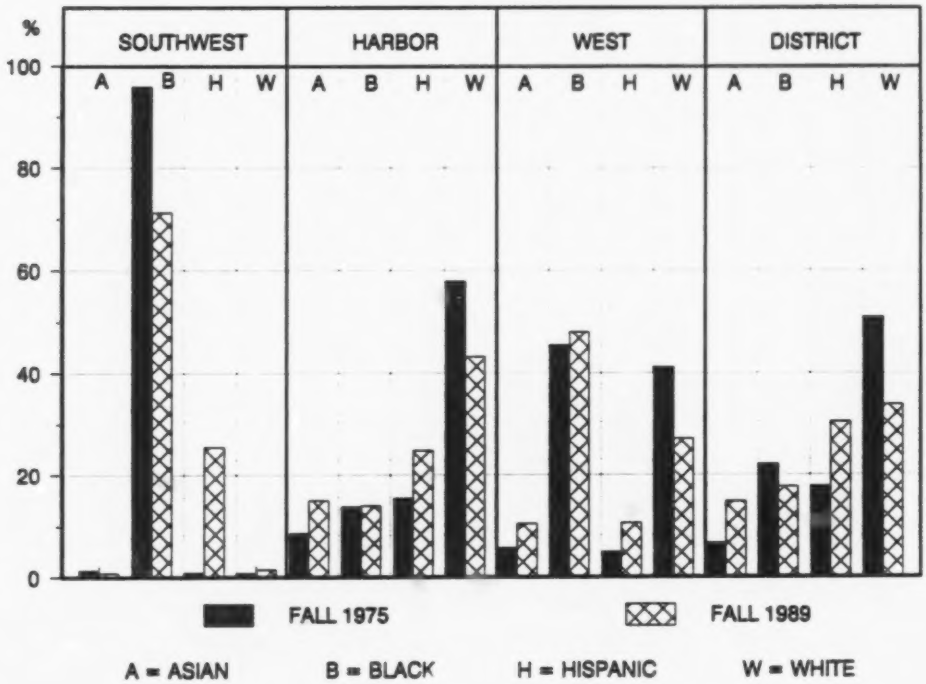


FIGURE 6.4: ENROLLMENT BY ETHNICITY AT SOUTHWEST, HARBOR, WEST AND DISTRICT FALL 1975 AND FALL 1989



ENROLLMENT BY AGE

The most significant trend in age groups within the District during the past decade has been the decline in numbers and percentage of students under 20, who represent the traditional age cohort for two-year colleges. The line chart shows that in 1972 this group was tied with those in their early 20s; since then, the under 20s have become fewer as the "Baby Boomers" have grown into older age groups, and have not been replaced in numbers as great as theirs. The lower birth rates of the late 60s and early 70s made such a change inevitable. Since 1985, there has been some recovery in this group, but under 20s are not expected to approach their baby boom levels in the forseeable future. The reduced cohort is now moving into the 20-24 range; this year's enrollment increase occurred in this and older age groups. The number and proportions of students over 25 have increased since 1975, but not sufficiently to compensate for the loss of younger students.

The graphic presentation for Pierce in Figure 7.3 is a particularly good illustration of the contrast in prior and current age distributions. The Fall 1975 descending pattern of black bars from under 20s to over 35s reflects the "traditional" distribution of age groups in community colleges. The crosshatched bars show a different pattern by Fall 1989, when the 20-24 age cohort is dominant. Mission's progression of Fall 1975 black bars is almost a mirror image of Pierce; even back then, older students were in the majority. By Fall 1989, Mission's pattern was more pronounced, with the District's largest percentage by far of students over 35, although this percentage has declined from its peak in 1985. Older students make up more than 25% of students at Southwest and West. The 25-34 year-olds formed the largest age group at City, Southwest, Trade-Tech, and West. Pierce still had the highest proportion of youthful students districtwide in Fall 1989, followed by East and Harbor. Only at these three colleges were over half of the students under 25. Age groups were most evenly distributed at Harbor, Valley and West.

TABLE 7

UNDUPLICATED ENROLLMENT BY AGE AND COLLEGE, FALL 1972 - FALL 1989

	City	East	Harbor	Mission	Pierce	Southwest	Trade-Tech	Valley	West	District	
										%	Number
Percent Under 20											
1972	24.7	28.1	38.2	—	42.4	17.9	16.2	32.5	35.7	29.6	30,084
1975	21.3	26.5	31.8	16.2	35.5	18.4	16.4	27.3	28.0	26.0	34,994
1980	17.1	23.4	27.7	13.1	30.8	22.1	18.4	22.4	19.6	22.7	30,023
1985	13.7	20.3	21.1	10.0	26.2	14.6	15.8	17.8	16.1	18.6	17,080
1986	13.4	21.3	22.1	8.7	26.0	16.7	17.1	18.4	15.7	18.8	19,266
1987	14.8	22.5	24.4	8.8	27.1	14.7	17.6	19.7	15.5	19.7	20,169
1988	13.3	22.2	23.4	10.9	28.2	13.8	18.0	19.3	14.4	19.5	20,434
1989	12.4	22.0	21.4	13.6	27.8	13.3	14.5	19.2	14.1	18.6	20,110
Percent 20 - 24											
1972	32.6	34.4	28.4	—	28.7	26.3	24.5	30.8	28.8	29.8	30,300
1975	31.9	31.5	25.9	16.0	27.5	25.0	23.9	28.6	24.8	28.0	37,630
1980	30.9	32.3	25.7	18.8	29.3	27.5	26.7	27.7	23.6	28.1	37,266
1985	31.7	34.8	28.6	17.6	33.5	26.2	28.0	29.6	24.3	30.1	27,617
1986	30.8	32.8	27.1	17.5	33.1	22.8	28.5	29.0	23.8	29.0	29,726
1987	30.0	33.2	26.7	18.2	32.8	22.4	26.8	29.5	22.7	28.6	34,716
1988	29.3	33.8	27.2	18.1	32.4	21.4	25.3	29.1	23.3	28.3	29,692
1989	29.1	34.1	29.3	19.3	32.2	22.7	25.5	30.1	25.5	28.9	31,230
Percent 25 - 34											
1972	28.3	22.4	18.9	—	16.8	36.1	34.6	22.7	22.6	24.8	25,137
1975	30.6	26.1	21.7	31.9	19.4	34.6	34.5	25.4	26.9	26.8	36,051
1980	33.1	26.9	21.1	28.5	19.6	28.0	32.4	26.3	27.9	26.8	35,535
1985	34.2	26.8	25.3	26.6	23.1	30.4	32.7	29.3	29.6	28.6	26,256
1986	34.6	27.5	25.8	28.0	23.3	30.0	32.1	30.0	30.8	29.0	29,777
1987	33.7	27.1	25.0	29.8	23.3	33.0	31.8	29.4	32.1	28.9	29,561
1988	34.6	26.5	24.6	28.7	23.1	34.2	31.7	29.6	31.3	28.9	30,401
1989	34.4	27.3	24.6	28.0	23.2	33.7	33.0	29.1	31.5	29.1	31,545
Percent 35 and Over											
1972	14.4	15.1	14.5	—	12.1	19.7	24.6	14.0	12.9	15.8	15,995
1975	16.2	15.9	20.6	36.0	17.6	22.0	25.3	18.7	20.3	19.2	25,797
1980	18.9	17.3	25.5	39.6	20.4	22.3	22.5	23.7	28.9	22.4	29,651
1985	20.5	18.1	24.9	45.8	17.1	28.7	23.4	23.3	30.1	22.7	20,826
1986	21.2	18.4	24.9	45.7	17.6	30.5	22.3	22.6	29.7	23.2	23,765
1987	21.5	17.2	24.0	43.2	16.7	29.9	23.8	21.4	29.7	22.7	23,250
1988	22.8	17.5	24.9	42.2	16.3	30.6	25.0	22.0	30.9	23.3	24,472
1989	24.2	16.5	24.7	39.2	16.8	30.3	27.0	21.6	28.9	23.4	25,343
Total Enrollment											
1972	19,622	14,094	9,213	—	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Attendance Accounting, Educational Services Division, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1989.

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FIGURE 7.1: DISTRICT UNDUPLICATED ENROLLMENT BY AGE, FALL 1972 - FALL 1989

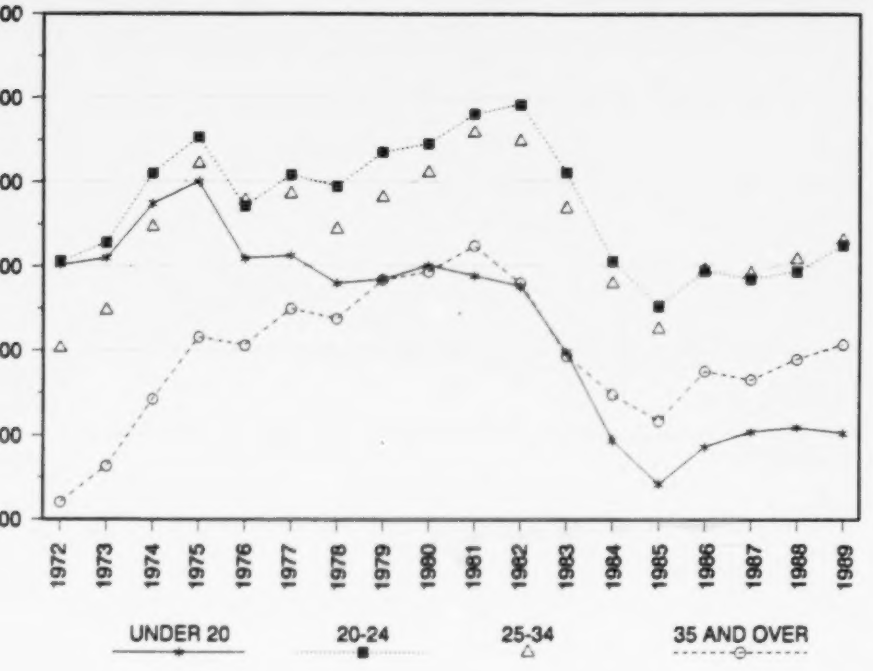


FIGURE 7.2: ENROLLMENT BY AGE AT CITY, EAST, TRADE-TECH AND DISTRICT, FALL 1975 AND FALL 1989

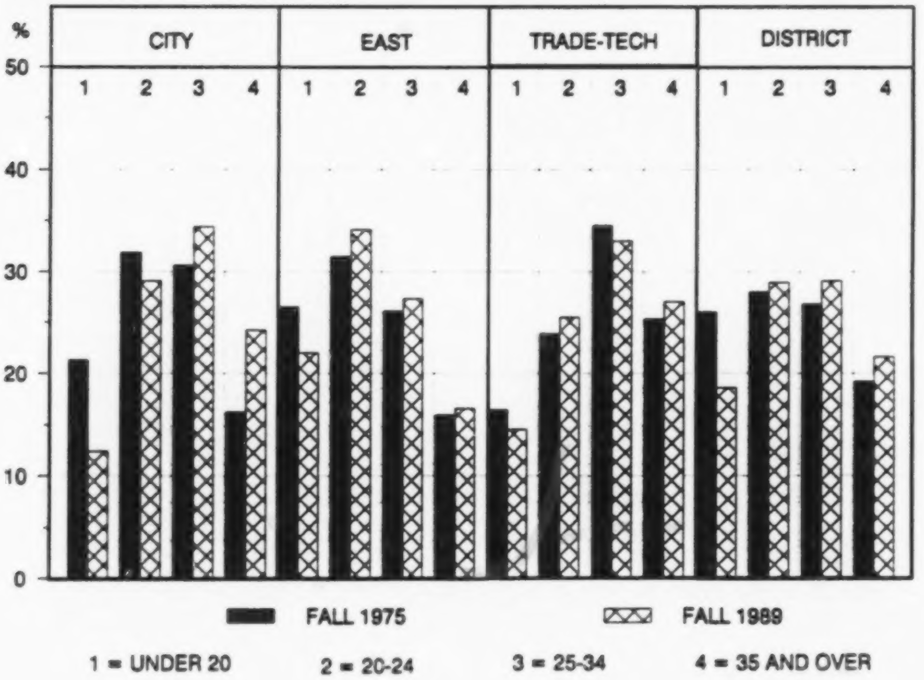


FIGURE 7.3: ENROLLMENT BY AGE AT VALLEY, MISSION, PIERCE AND DISTRICT, FALL 1975 AND FALL 1989

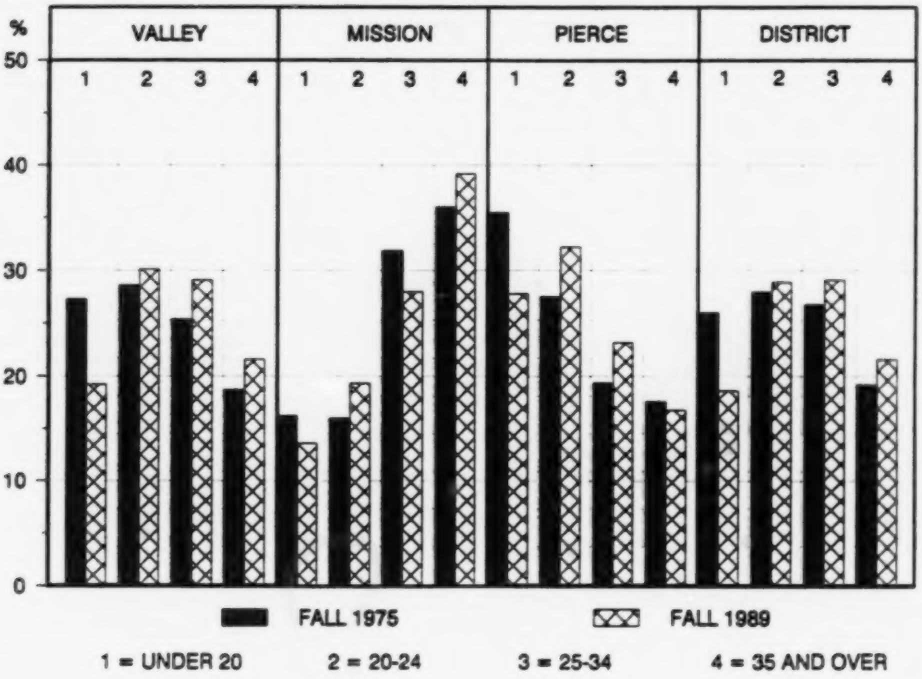
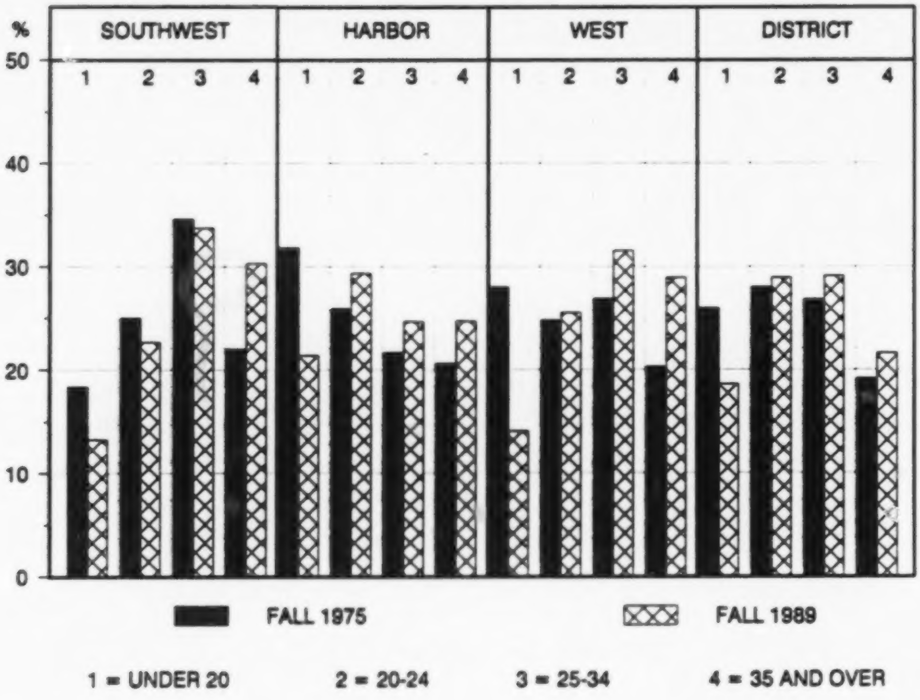


FIGURE 7.4: ENROLLMENT BY AGE AT SOUTHWEST, HARBOR, WEST AND DISTRICT FALL 1975 AND FALL 1989



ENROLLMENT BY UNIT LOAD

Both this table and figure series and the following hour load series begin in 1976, because data collected before that date does not include a distinction between the students carrying fewer than 6 units and those with 6 to 11.5 units. As the line chart shows, "full-time" students with 12 units or more had dropped to the lowest level of all three groups in 1976. In most years since, they have decreased at all colleges. Although this year full-time students increased by two percentage points districtwide, they are still the smallest of the three groups.

In past years, Pierce has had the largest share of students carrying full unit loads. But in Fall 1989, Southwest had by far the largest share at 39%, an increase of 18 percentage points. This surge was caused by an expanded ESL program with single 12-unit courses; its students cannot be considered "traditional" in the same way as students taking a varied load of three-unit courses. These "traditional" students were perhaps in greatest numbers at Pierce, which has had the largest share of 12-unit plus students in past years; this year it was in second place with 31%.

Mission, which has had the smallest share of full-load students in most years, also had an ESL-driven surge this year, leaving West in last place. For the first time this year, Mission did not have a clear majority of students with loads of fewer than 6 units. But it still had by far the largest percentage, with its population of older, working students attending part-time.

Of course, the number of units a student is carrying at any one time does not necessarily reflect the number of hours per week he or she is attending class. The discrepancy between unit and hour loads has grown over the years, as seen in Table 8.2.

TABLE 8.1

UNDUPLICATED ENROLLMENT BY UNIT LOAD AND COLLEGE, FALL 1976 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
										%	Number
Percent Part-Time (Fewer than 6 Units)											
1976	31.4	38.1	34.7	54.1	37.5	34.5	38.9	38.9	39.4	37.1	45,639
1980	34.0	41.6	41.8	63.3	41.5	32.4	41.5	44.4	49.7	41.7	55,188
1985	33.2	40.9	39.6	65.3	39.2	43.7	37.8	46.1	45.4	41.2	37,768
1986	34.8	40.9	41.1	57.1	39.1	44.8	36.9	45.8	47.9	41.6	42,661
1987	33.9	39.3	41.8	61.7	38.2	40.7	39.4	44.3	48.7	41.4	42,353
1988	34.9	38.8	43.7	57.1	37.1	36.7	40.0	43.2	45.9	40.6	42,629
1989	33.4	36.7	40.5	48.8	36.6	30.6	40.1	42.8	44.2	38.9	42,129
Percent Part-Time (6 To 11.5 Units)											
1976	36.4	34.3	32.5	31.5	33.2	41.9	25.8	33.9	34.1	33.4	41,098
1980	35.2	32.6	31.2	27.8	29.9	40.3	28.4	32.5	31.5	32.1	42,477
1985	34.4	31.6	30.1	19.9	32.2	34.6	32.5	32.8	34.0	32.2	29,508
1986	36.0	32.1	29.9	21.1	31.3	33.0	36.0	33.2	32.3	32.5	33,337
1987	35.0	35.5	29.3	22.0	32.1	38.6	34.4	33.5	31.8	33.0	33,687
1988	37.6	34.2	28.1	25.4	33.7	43.3	32.0	35.0	34.7	34.1	35,756
1989	37.2	35.1	31.3	23.3	32.1	30.3	34.8	35.4	35.4	33.7	36,458
Percent Full-Time (12 and more units)											
1976	36.4	31.9	44.9	25.7	37.2	35.6	40.2	33.4	33.1	29.6	36,417
1980	30.8	25.8	27.0	9.0	28.6	27.2	30.2	23.1	18.8	26.3	34,809
1985	32.4	27.6	30.3	14.9	28.6	21.7	29.7	21.1	20.6	26.7	24,503
1986	29.2	27.1	29.0	21.8	29.6	22.2	27.1	21.0	19.9	25.9	26,535
1987	31.2	25.2	29.0	16.3	29.7	20.7	26.2	22.2	19.5	25.6	26,169
1988	27.5	27.1	28.2	17.5	29.2	20.1	28.0	21.9	19.3	25.3	26,615
1989	29.4	28.1	28.2	28.0	31.3	39.1	25.0	22.4	20.4	27.4	29,641
Total Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228

Source: Student Data Tape 551, Data Processing Branch, Business Services Divison, 1976 through 1988.

Note: Data delineating the two categories of less than 12 units are not available for the years before 1976.

FIGURE 8.11: DISTRICT UNDUPLICATED ENROLLMENT BY UNIT LOAD, FALL 1972 - FALL 1989

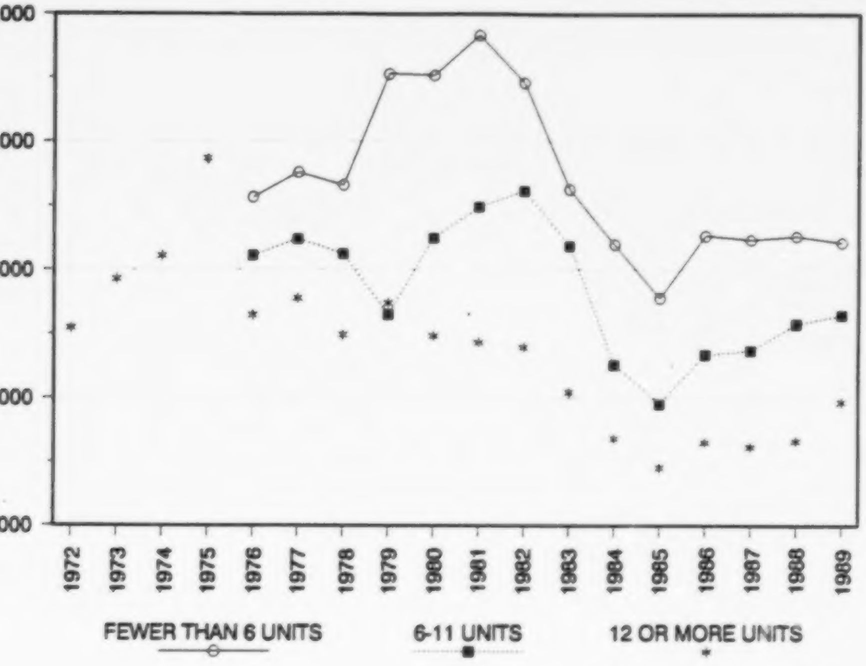


FIGURE 8.12: ENROLLMENT BY UNIT LOAD AT CITY, EAST, TRADE-TECH AND DISTRICT, FALL 1976 AND FALL 1989

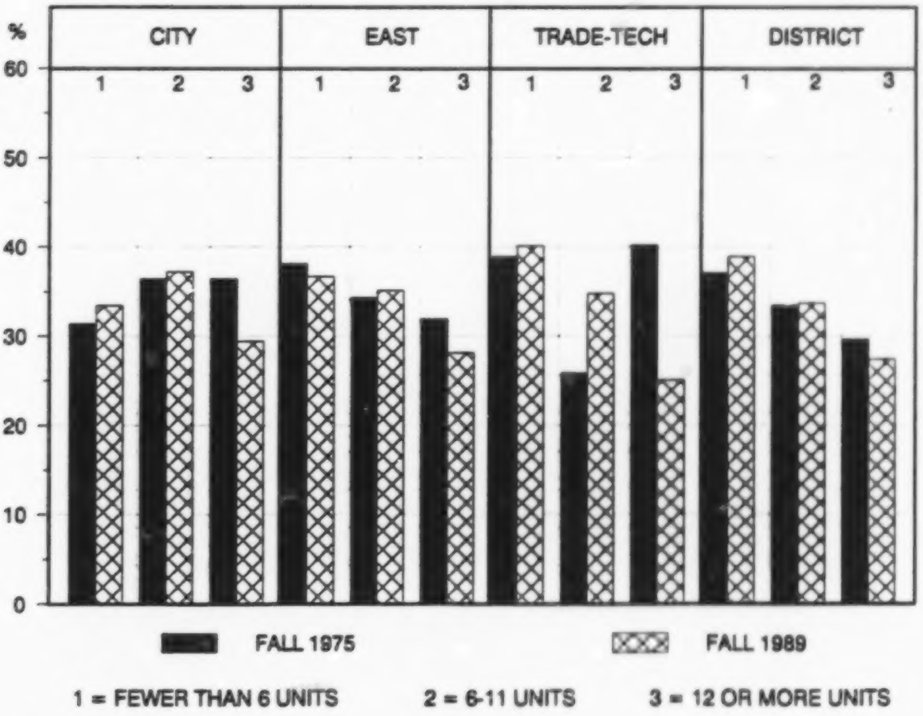


FIGURE 8.13: ENROLLMENT BY UNIT LOAD AT VALLEY, MISSION PIERCE AND DISTRICT, FALL 1976 AND FALL 1989

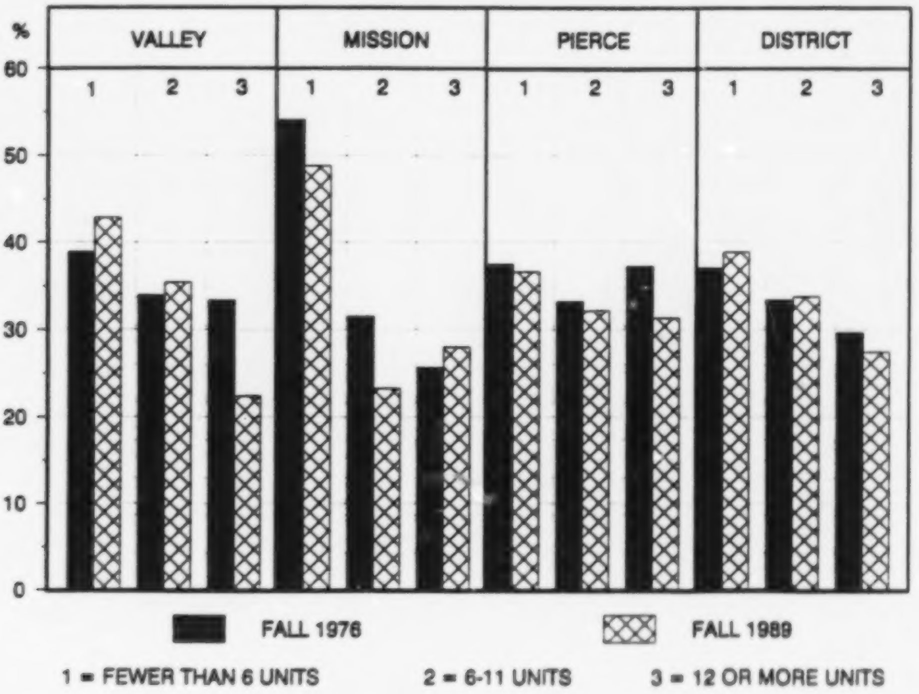
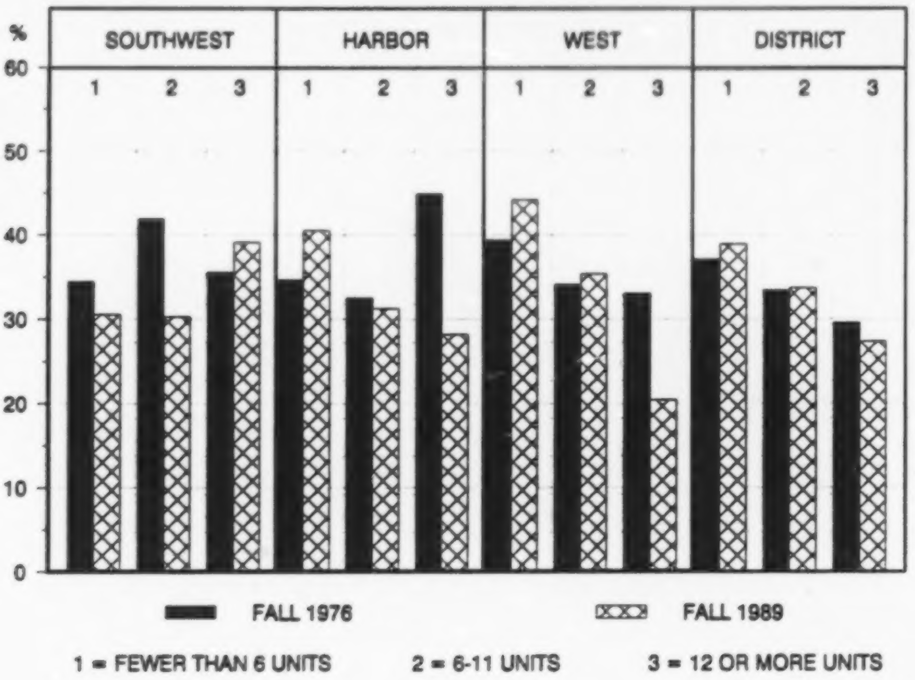


FIGURE 8.14: ENROLLMENT BY UNIT LOAD AT SOUTHWEST, HARBOR, WEST AND DISTRICT, FALL 1976 AND FALL 1989



ENROLLMENT BY HOUR LOAD

This topic has been introduced to deal with the fact that unit loads do not always reflect classroom hours. For example, a beginning nursing student at East enrolled in a nine-week Nursing 211 class would be attending college for 21 hours a week while carrying only 8 units. The Unit Load tables and figures are based on a first census count, which includes only the units carried on a single week, without taking into account all the units that will be completed by the end of the semester, if the student is enrolled in a sequence of short-term classes.

Comparison of this table and bar charts with the 8.1 series reveals the discrepancy. The Unit load charts show a districtwide imbalance between the three load groups, with students carrying 6 units or less in the largest percentage and full-load students in the smallest. There is a substantial 11 percentage point spread between the two extremes. In contrast, the hour load groups are distributed almost evenly districtwide, with only a two-point difference between lowest and highest; in hours, full-time students are the largest share. The difference between hour and unit load has been most pronounced at Trade-Tech, where in Fall 1989, 42.5% of students were actually full-time, rather than the 25% cited in the unit count. This 16.5 point gap was caused by the large number of short-term classes in the occupational programs at that college. In 1989 all colleges had more full-timers in hours than in units; West had the smallest percentage in both, but its 26.1% of full-hour load students is almost six points higher than its unit load equivalent. Intensive ESL offerings at Southwest propelled it to first place in full hour loads, displacing Trade-Tech, which has had the largest share of such students in previous years. Mission did not experience an increase in full hour-load percentage to match its 10-point increase in full unit load students. It still had by far the largest percentage of students attending fewer than six hours a week.

Unfortunately, there are not sufficient historical data on hourly loads to plot trends from year to year over the entire time span since 1976. The RPA Office has not collected and saved this data in the past, and not all the tapes on which raw data are stored have been preserved. So there are too many yearly gaps to make a useful line chart, and none has been included. Since there is continuity in the unit data, it is worth inclusion in the Digest, even though it is a less accurate expression of student load.

TABLE 8.2

UNDUPLICATED ENROLLMENT BY HOUR LOAD AND COLLEGE, FALL 1976 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Part-Time (Fewer than 6 Hours)											
1976	25.8	31.3	28.5	52.1	31.2	30.4	25.8	32.6	35.9	30.3	37,290
1980	27.6	35.8	35.6	56.9	34.4	27.0	25.6	38.6	42.3	34.1	45,224
1985	25.8	34.5	31.7	56.6	30.9	33.3	20.6	39.0	37.2	32.2	29,597
1986	27.0	33.9	31.9	48.5	30.7	32.4	21.9	38.1	37.6	32.4	33,224
1987	25.5	31.6	31.4	53.4	29.7	31.5	23.6	36.9	40.9	32.3	32,997
1988	27.1	31.9	32.1	47.6	29.3	30.2	24.6	34.8	38.3	31.6	33,162
1989	27.8	31.0	32.8	45.3	31.6	24.6	25.6	37.2	38.3	32.3	34,923
Percent Part-Time (6 To 11.5 Hours)											
1976	33.7	33.1	32.4	29.3	31.5	37.5	33.2	33.9	33.5	33.2	40,845
1980	34.0	32.4	30.4	31.2	30.1	38.2	33.0	32.3	33.1	32.4	42,983
1985	31.1	29.6	25.7	18.9	29.9	32.2	28.6	30.3	29.4	29.2	26,804
1986	32.5	30.3	25.5	18.9	27.7	30.4	29.8	31.3	31.2	29.4	30,133
1987	31.6	34.4	24.9	20.4	28.5	37.3	29.1	31.3	29.0	30.0	30,623
1988	34.7	33.2	23.9	22.3	29.0	42.6	28.7	31.2	31.8	30.9	32,418
1989	36.3	34.3	31.7	24.6	31.5	29.4	31.9	35.4	35.6	33.2	35,925
Percent Full-Time (12 and more hours)											
1976	40.5	35.6	39.1	18.6	37.2	32.1	41.0	33.6	30.6	36.6	45,019
1980	38.4	31.9	33.9	11.9	35.5	34.7	41.4	29.1	24.6	33.4	44,268
1985	43.1	35.8	42.6	24.5	39.3	34.5	50.8	30.7	33.4	38.5	35,378
1986	40.5	35.9	42.6	32.6	41.5	37.3	48.3	30.6	31.2	38.2	39,176
1987	42.9	34.0	43.6	26.1	41.7	31.2	47.3	31.8	30.2	37.8	38,590
1988	38.1	34.9	44.0	30.1	41.6	27.2	46.8	34.0	29.9	37.5	39,419
1989	35.9	34.6	35.5	30.2	36.8	46.0	42.5	27.3	26.1	34.5	37,380
Total Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228

Source: Student Data Tape 551, Data Processing Branch, Business Services Divison, 1976 through 1989.

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FIGURE 8.21: ENROLLMENT BY HOUR LOAD AT CITY, EAST, TRADE-TECH AND DISTRICT, FALL 1976 AND FALL 1989

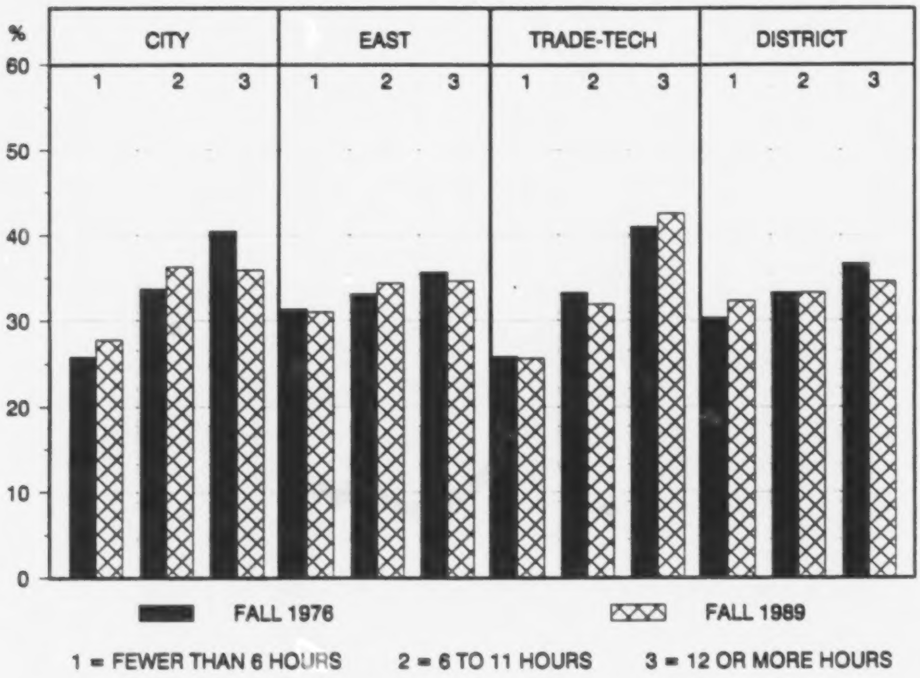


FIGURE 8.22: ENROLLMENT BY HOUR LOAD AT VALLEY, MISSION, PIERCE AND DISTRICT, FALL 1976 AND FALL 1989

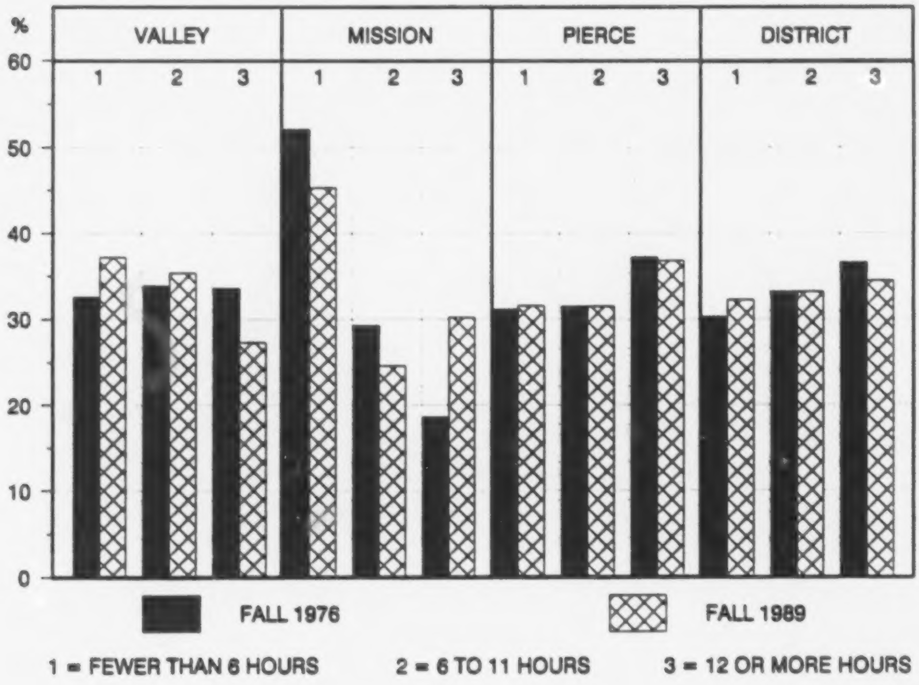
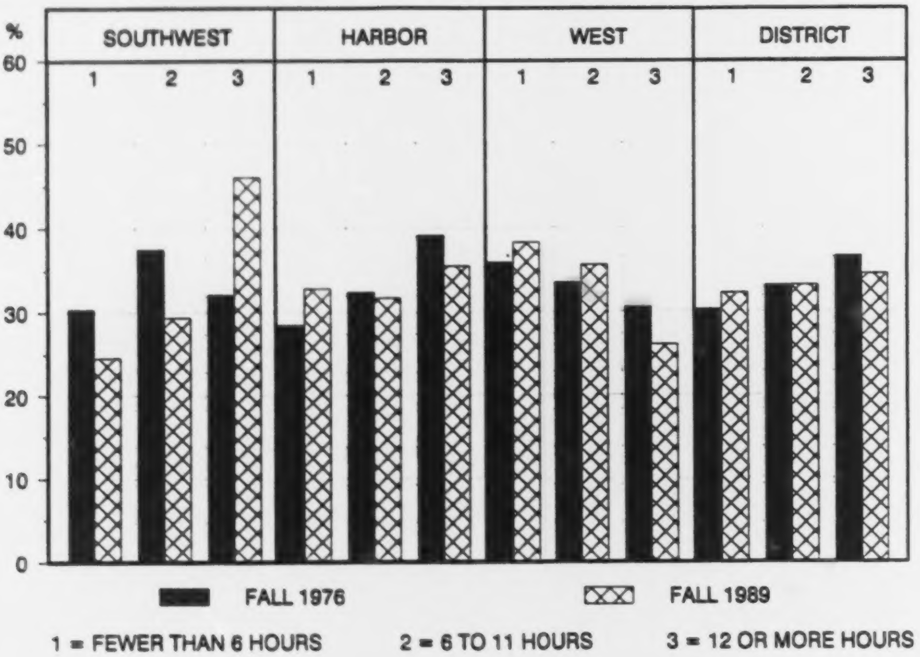


FIGURE 8.23: ENROLLMENT BY HOUR LOAD AT SOUTHWEST, HARBOR, WEST AND DISTRICT, FALL 1976 AND FALL 1989



ENROLLMENT BY CLASS LEVEL

The concepts of "freshman" and "sophomore" have become more and more irrelevant to community college life over the past two decades. The growing diversity of student ages, study skills and attendance patterns within District colleges renders these borrowed terms meaningless in terms of personal development and progress toward goals. Their only definition is in the number of college units completed. The sophomore category should normally include those with over 60 units but no degree; the latter group has been separated for more detailed analysis.

The units recorded in this table include those earned at any of the Los Angeles District colleges. A student may move from college to college within the District, between semesters or after intervals of no attendance, but retains only one transcript, which accumulates records from all colleges. The student is counted for the college attended in Fall 1989.

Freshmen still make up by far the largest portion of District students, even when the two sophomore categories are combined. But the fewer-than-30 unit share has declined at all colleges since 1972. Southwest's bar chart shows that its class level proportions have changed the least of any college since the 70s. In Fall 1989, Southwest had by far the largest share of freshmen, over three quarters of the student body, almost as high as its proportion of freshmen in 1975. Trade-Tech was 9 points below in second place, followed closely by Mission. City was the lowest, with 60% freshmen.

The lower sophomore range (30 to 59.5 units) has declined since 1975 at all colleges except Mission and Trade-Tech, whose percentages of such students have more than doubled. When combined with the 60+ "other" sophomore group, an increased share occured up to 1985, followed by stabilization in the low to mid 20s.

The percentages of the 60+ units and degree-holder groups grew substantially up to 1980, and has since stabilized at around 11% districtwide. In Fall 1989, variance in the degree-holding group ranged from West's 17.1% high figure to Southwest's 4.6%. The other colleges' percentages were between 8 and 13 percent.

TABLE 9

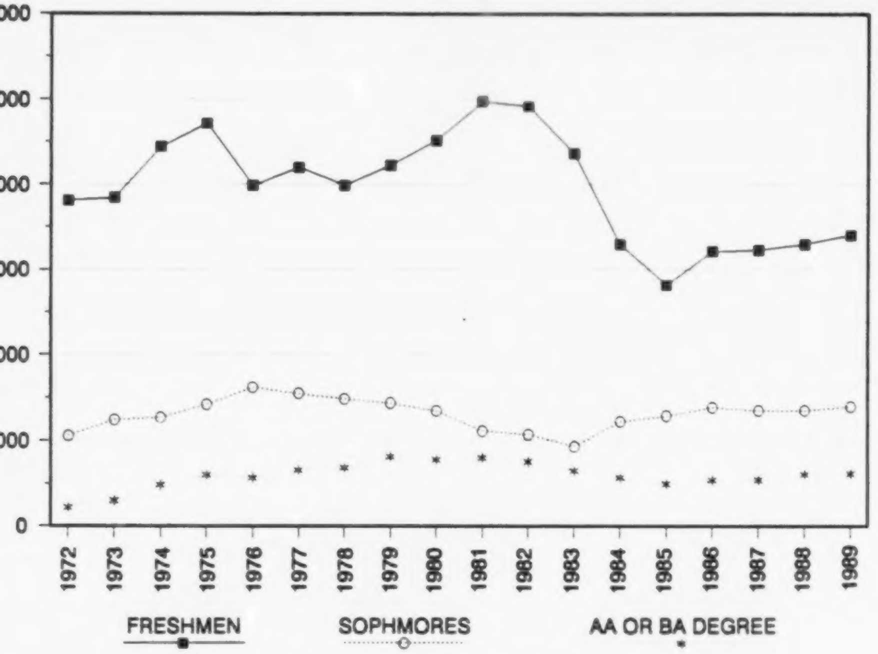
UNDUPLICATED ENROLLMENT BY CLASS LEVEL AND COLLEGE, FALL 1972 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Freshmen (less than 30 units)											
1972	75.3	73.1	71.7	—	73.3	79.0	73.4	82.4	65.7	74.9	76,084
1975	69.4	66.9	66.0	85.4	65.6	76.4	84.5	63.8	68.8	69.6	93,541
1980	66.1	68.1	66.0	76.1	65.1	80.2	75.2	65.1	66.0	68.1	90,233
1985	57.3	62.1	61.3	66.6	59.2	64.4	66.8	58.6	66.6	61.3	56,280
1986	57.5	61.9	63.6	71.6	60.8	69.1	68.7	60.8	62.3	62.6	64,194
1987	59.3	61.6	65.6	66.0	60.7	72.9	69.3	61.9	61.1	63.1	64,509
1988	57.8	63.2	64.9	64.3	62.2	74.9	67.2	60.6	59.1	62.7	65,869
1989	60.0	63.1	63.0	65.8	60.5	75.6	66.9	60.8	61.4	62.9	68,060
Percent Sophomores (30 to 59.5 units)											
1972	18.2	18.2	22.9	—	19.6	15.1	15.9	9.6	27.6	17.3	17,611
1975	15.8	17.6	21.2	6.1	19.2	16.8	6.7	20.8	16.6	16.5	22,238
1980	14.2	14.6	15.0	8.3	14.9	10.9	11.8	14.2	10.4	13.5	17,878
1985	17.7	17.2	17.1	12.4	18.0	18.4	16.3	17.2	13.2	16.9	15,501
1986	18.2	16.5	14.9	11.2	16.8	14.3	14.1	15.3	14.4	15.6	16,039
1987	16.4	17.0	14.2	13.4	17.4	12.1	12.9	15.0	13.0	15.2	15,511
1988	15.1	15.6	14.5	14.0	16.5	12.2	13.6	15.4	13.0	14.9	15,582
1989	14.0	16.3	14.8	13.4	16.4	11.2	14.0	15.8	11.8	14.7	15,889
Percent Other Undergraduates (60 and more units but no degree)											
1972	3.5	4.1	2.6	—	2.4	3.5	5.3	2.9	2.5	3.4	3,480
1975	5.2	5.2	6.8	2.5	5.6	4.1	3.2	5.4	4.7	5.0	6,827
1980	8.4	5.1	5.9	4.0	8.0	4.2	8.2	7.5	5.4	7.0	8,955
1985	13.6	12.5	10.1	6.4	11.8	11.8	10.4	10.0	8.6	11.1	10,187
1986	15.1	12.5	9.6	8.1	11.6	10.2	10.5	10.4	10.4	11.4	11,647
1987	14.8	13.9	9.3	7.6	10.9	9.1	11.0	10.2	9.5	11.2	11,426
1988	13.6	13.0	8.6	9.4	10.3	8.2	10.9	10.7	9.6	10.9	11,449
1989	12.9	12.7	9.6	9.8	11.4	8.6	10.9	10.7	9.8	11.1	12,014
Percent AA or Higher Degree											
1972	3.0	4.6	2.8	—	4.7	2.4	5.4	5.2	4.3	4.3	4,340
1975	9.6	10.3	8.4	6.1	9.6	2.8	5.6	10.0	9.9	8.8	11,867
1980	11.2	12.1	13.1	11.7	12.4	4.8	5.4	13.4	18.3	11.6	15,409
1985	11.4	8.2	11.5	14.6	10.9	5.4	6.6	14.1	11.6	10.7	9,811
1986	9.3	9.1	12.0	9.1	10.9	6.3	6.7	13.6	12.9	10.4	10,653
1987	9.5	7.6	10.9	12.9	11.0	5.9	6.8	12.9	16.3	10.5	10,763
1988	13.4	8.2	12.0	12.4	11.0	4.7	8.3	13.3	18.3	11.5	12,100
1989	13.0	7.9	12.6	11.0	11.7	4.6	8.3	12.7	17.1	11.3	12,264
Total Enrollment											
1972	19,622	14,094	9,213	—	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	99.9	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	99.9	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228

Source: Census Class Enrollment Report CCAF130, Report to the Chancellor's Office, prepared by the Office of Attendance Accounting, Educational Services Division, LACCD, 1972-89.

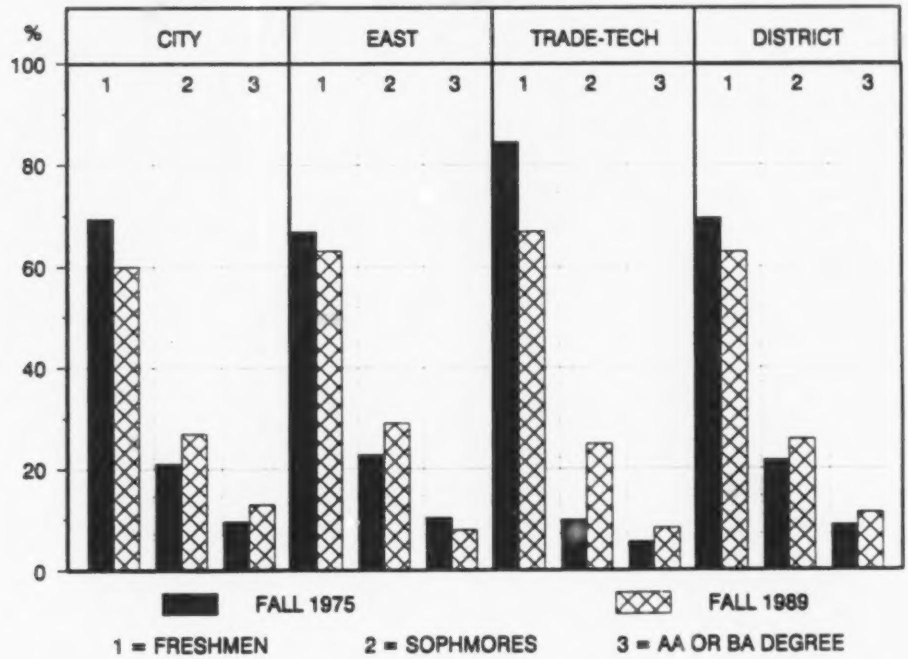
Note: Proportions for Harbor are interpolations between 1974 and 1976, due to apparent data reporting errors.

FIGURE 9.1: DISTRICT UNDUPLICATED ENROLLMENT BY CLASS LEVEL, FALL 1972 - FALL 1989



NOTE: Sophmores include those with 30 or more units but no degree.

FIGURE 9.2: ENROLLMENT BY CLASS LEVEL AT CITY, EAST, TRADE-TECH AND DISTRICT, FALL 1976 AND FALL 1989



NOTE: Sophmores include those with 30 or more units but no degree.

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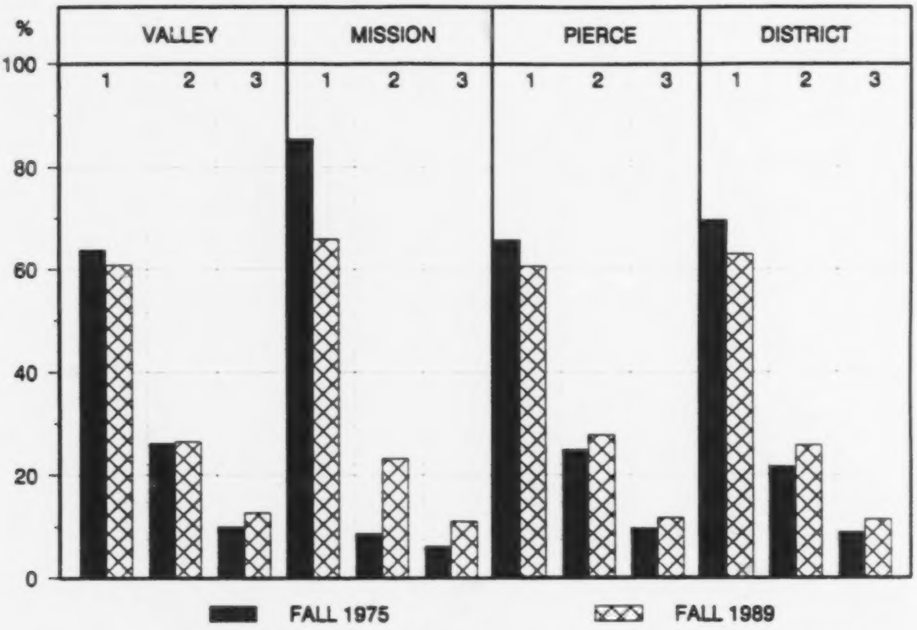
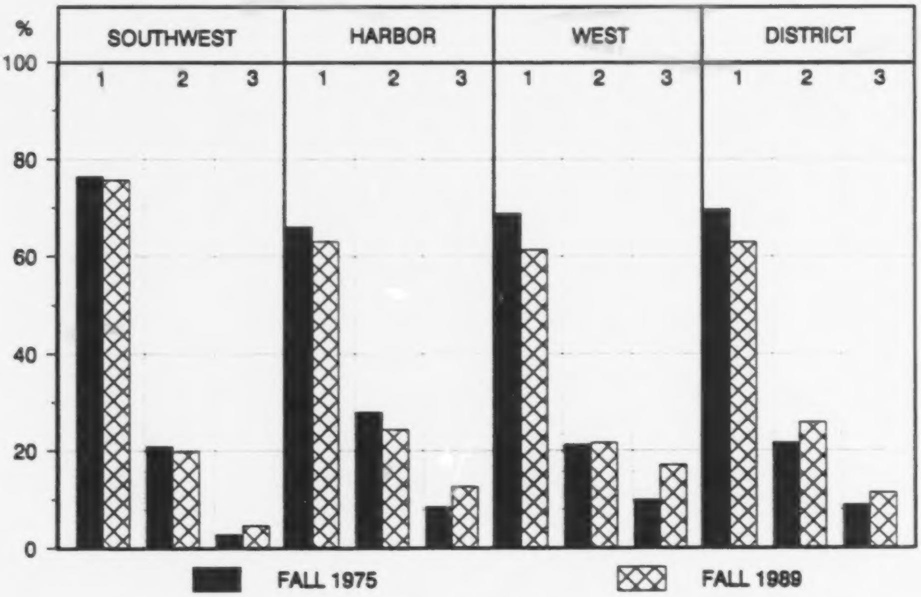
FIGURE 9.3: ENROLLMENT BY CLASS LEVEL AT VALLEY, MISSION, PIERCE AND DISTRICT, FALL 1975 AND FALL 1989



1 = FRESHMEN 2 = SOPHMORES 3 = AA OR BA DEGREE

NOTE: Sophmores include those with 30 or more units but no degree.

FIGURE 9.4: ENROLLMENT BY CLASS LEVEL AT SOUTHWEST, HARBOR, WEST AND DISTRICT, FALL 1975 AND FALL 1989



1 = FRESHMEN 2 = SOPHMORES 3 = AA OR BA DEGREE

NOTE: Sophmores include those with 30 or more units but no degree.

ENROLLMENT BY TIME OF DAY

As the District student population has aged and included more working adults, the percentage of evening students has risen. This has occurred districtwide since 1976, although at an irregular rate, since cutbacks in hourly personnel have reduced the number of evening classes in some years. This year evening students were a clear majority only at Mission, but were a plurality at East, Southwest, Valley and West. The sharp 10% increase of evening students at East reflects a recoding of classes beginning at 4:00 PM with evening section numbers. Elsewhere, day-only students are the largest group, though at no college are they in the majority. Trade-Tech and East have the largest shares, Mission by far the smallest; in Fall 1989 less than a third of its students attended day classes only.

These variations reflect the different orientation of colleges like Mission and Trade-Tech. The latter has a larger proportion of students enrolled in vocational programs requiring full-time attendance. These programs have traditionally been offered in the daytime. Mission caters to an older working clientele, many of whom are women and heads of households. These can only be accomodated with evening scheduling. Southwest is also attracting many older students. The popular Project for Adult College Education (PACE) program, with its evening and Saturday classes, has boosted evening enrollment wherever it is offered.

Students attending both during the day and the evening are a category not distinguished in the data before 1976. Since that year there has been little fluctuation in either their numbers or percentages. This year Mission had the largest percentage of students attending both day and evening classes. Trade-Tech's and Southwest's percentages in this category were the least, although Southwest's share increased three percentage points from Fall 1988.

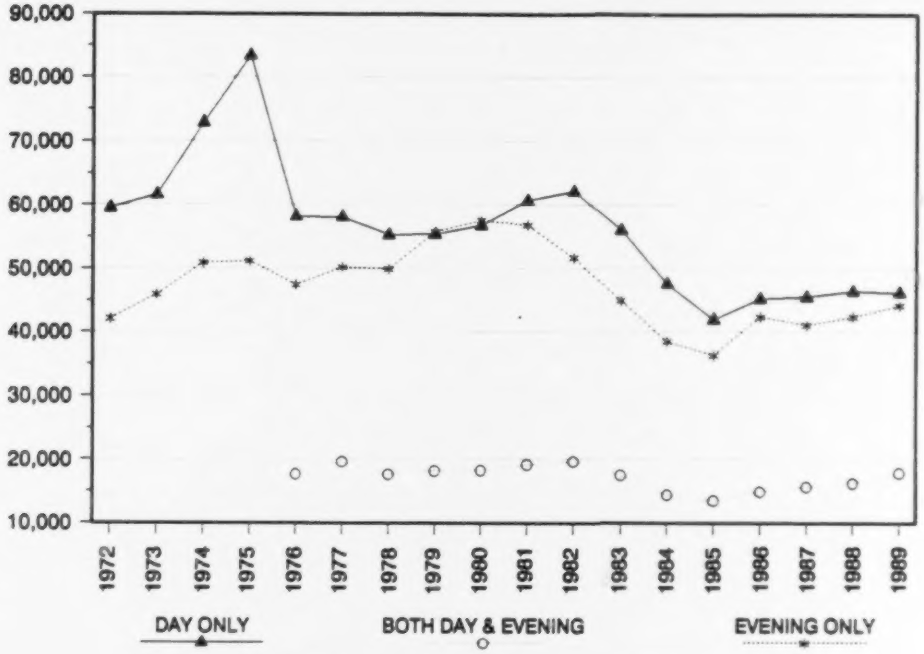
TABLE 10

UNDUPLICATED ENROLLMENT BY TIME OF DAY AND COLLEGE, FALL 1976 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
										%	Number
Percent Day Only											
1976	52.8	46.7	46.0	38.7	46.8	49.6	47.6	44.2	45.1	47.2	58,125
1980	48.4	37.8	44.4	32.9	44.5	43.9	45.8	39.4	39.7	42.8	56,722
1985	50.0	49.4	41.0	30.6	50.0	42.3	51.1	39.6	38.6	45.7	41,947
1986	48.3	46.9	40.9	27.7	48.5	44.2	51.8	38.8	36.1	44.1	45,225
1987	49.9	48.0	43.3	26.1	48.2	38.6	51.5	40.4	37.2	44.5	45,508
1988	48.5	48.8	43.8	28.5	47.5	39.5	48.8	40.2	36.7	44.1	46,380
1989	49.9	37.8	43.1	30.3	46.3	42.5	48.6	39.1	36.6	42.7	46,179
Percent Both Day & Evening											
1976	12.7	17.4	17.9	16.3	17.0	14.7	6.0	15.1	13.7	14.3	17,635
1980	13.0	16.4	16.9	15.8	15.7	11.5	8.0	14.7	11.5	13.8	18,242
1985	16.7	18.8	16.1	14.5	16.4	9.7	8.7	13.7	12.8	14.7	13,477
1986	17.5	18.3	14.3	21.2	15.8	8.4	8.8	13.3	11.5	14.5	14,897
1987	19.0	18.8	14.4	14.7	17.9	13.2	8.9	13.7	13.0	15.3	15,622
1988	18.2	18.1	15.5	18.9	18.4	8.8	8.4	14.7	14.4	15.5	16,209
1989	20.0	19.1	17.8	17.7	19.1	11.7	8.3	14.9	16.7	16.5	17,859
Percent Evening Only											
1976	34.5	35.9	36.1	45.0	36.2	35.7	46.4	40.7	41.3	38.5	47,394
1980	38.5	45.8	38.7	51.3	39.8	44.6	46.2	45.9	48.8	43.4	57,511
1985	33.3	31.8	42.9	54.9	33.6	48.0	40.1	46.7	48.6	39.6	36,355
1986	34.2	34.8	44.8	51.1	35.6	47.4	39.4	47.9	52.4	41.4	42,411
1987	31.1	33.2	42.3	59.2	33.9	48.2	39.6	45.8	49.8	40.2	41,079
1988	33.3	33.1	40.7	52.6	34.2	51.7	42.8	45.2	48.9	40.4	42,411
1989	30.0	43.1	39.1	52.1	34.6	45.8	43.1	46.0	46.8	40.8	44,190
Total Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977, and Student Data Tape, Data Processing Branch, Business Services Division, 1976 through 1989.

FIGURE 10.1: DISTRICT UNDUPLICATED ENROLLMENT BY TIME OF DAY, FALL 1972 - FALL 1989



NOTE: Both Day and Evening data not available before 1976.

FIGURE 10.2: ENROLLMENT BY TIME OF DAY AT CITY, EAST, TRADE-TECH AND DISTRICT, FALL 1976 AND FALL 1989

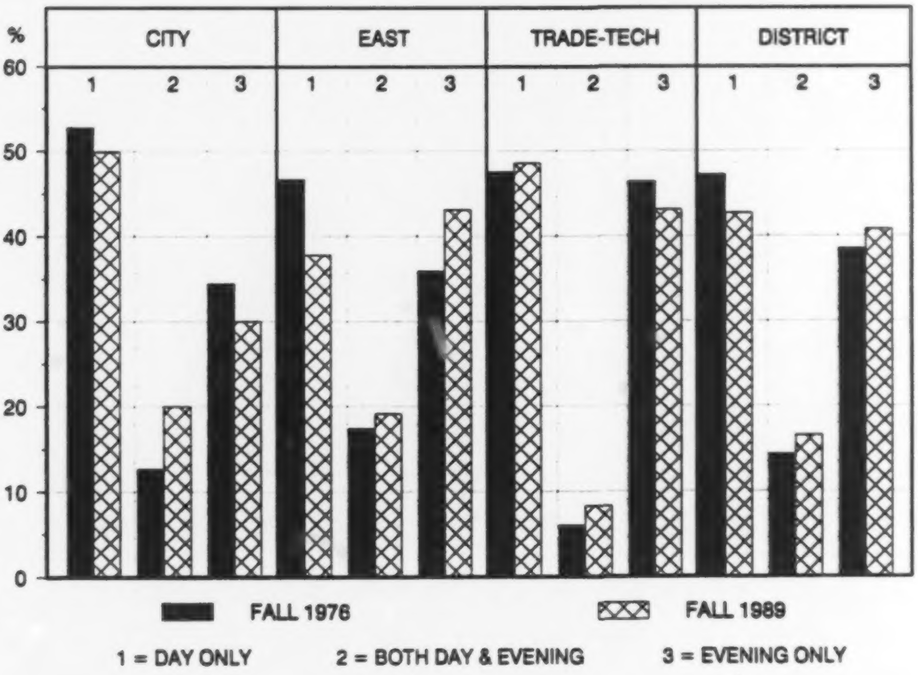


FIGURE 10.3: ENROLLMENT BY TIME OF DAY AT VALLEY, MISSION PIERCE AND DISTRICT, FALL 1976 AND FALL 1989

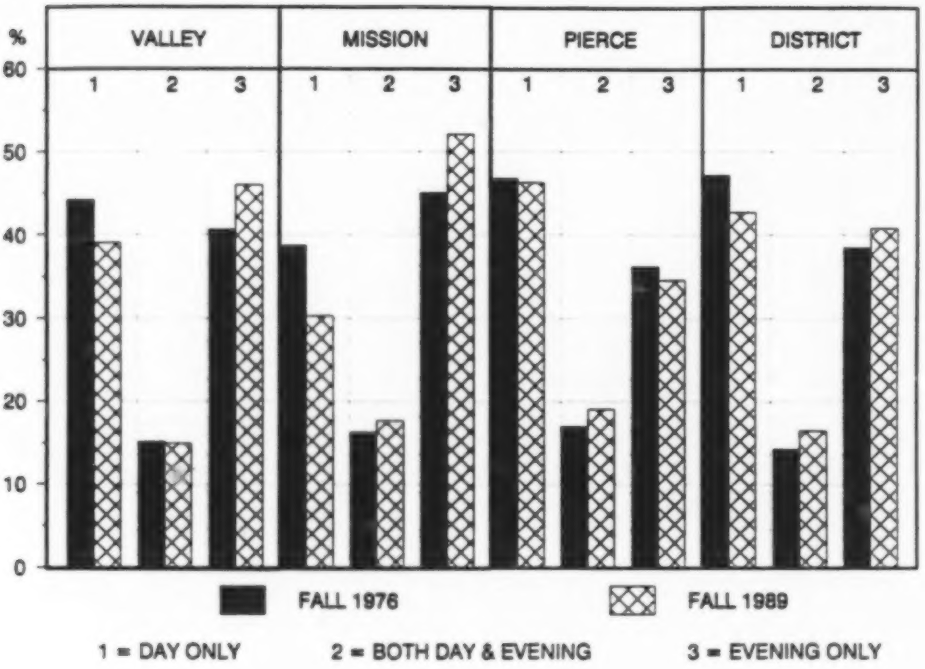
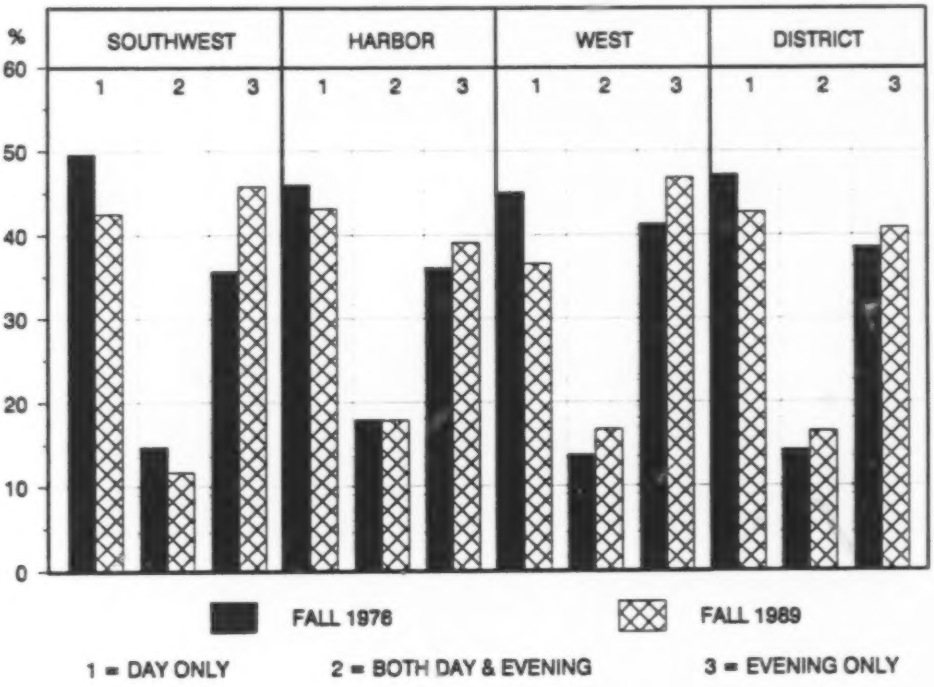


FIGURE 10.4: ENROLLMENT BY TIME OF DAY AT SOUTHWEST, HARBOR, WEST AND DISTRICT, FALL 1976 AND FALL 1989



ENROLLMENT BY ENTERING STATUS

The combined districtwide percentage of both first-time and transfer students has remained in the low- to mid-thirties since 1976. The actual numbers have fluctuated more, especially during the enrollment decline of the mid 80s. There has been some recovery since then, thanks to increased demand and/or recruiting efforts. The relatively high percentage of new students at Southwest may be due to its high school and ESL programs. Its five-point increase in Fall 1988 transferred to a similar increase in the continuing percentage in Fall 1989. West has the lowest share of first-timers, far below its rate in 1975, but leads in recruiting students from other colleges, the new transfers. Its 27% of new transfers is by far the highest of any college, although down two points from last year. East has a higher first-time share than the districtwide percentage, but its new transfer share is the lowest in the District. The other colleges' percentages of these students are within two points of 15%.

Returning students have followed a path similar to the new student districtwide: a strong buildup to 1980, decline and partial recovery, and leveling off. College percentages vary little in this category, except for Trade-Tech and Southwest, both with only 7% returning. The 1975 bar is missing in Mission's chart because the college had opened only the year before.

Retention of students across semesters is essential in a time where demographic trends make recruitment of new students more difficult. In the past two years, the number of continuing students has increased districtwide. It is the only category on the linechart to show a distinct upturn. But a college's percentage surge in continuing students may indicate a failure to recruit, if total enrollment numbers do not increase. In Fall 1989 continuing students were a majority of District enrollment. City and East had the highest shares of this group, while Pierce Harbor and Valley all had majorities. Mission was the only college where continuing students declined in percentage. But the actual number of Mission's continuing students increased.

TABLE 11

UNDUPLICATED ENROLLMENT BY ENTERING STATUS AND COLLEGE, FALL 1972 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent First-Time											
1972	33.7	17.8	27.4	—	27.7	17.6	25.5	19.6	26.1	25.3	25,637
1975	18.2	8.1	22.3	38.9	24.9	24.4	26.0	22.3	24.2	21.0	28,233
1980	21.2	21.8	23.2	27.4	23.9	27.4	29.4	21.4	19.9	23.3	30,924
1985	16.5	20.4	17.9	21.7	19.4	18.8	25.2	17.6	10.7	18.9	17,317
1986	18.9	23.7	20.3	23.5	21.6	28.4	26.8	20.4	34.5	23.2	23,795
1987	18.0	23.1	20.3	23.1	20.3	29.4	26.6	19.3	17.1	21.1	21,625
1988	18.0	21.8	19.8	25.6	21.0	37.0	27.2	17.9	15.4	21.3	22,400
1989	19.9	21.8	18.2	24.1	20.5	32.4	24.8	18.3	16.9	21.0	22,722
Percent New Transfer											
1972	3.5	4.9	9.5	—	8.8	12.3	12.3	8.9	22.3	8.7	8,785
1975	11.4	3.5	9.1	35.1	11.7	13.1	11.1	13.2	22.3	11.5	15,482
1980	16.8	10.6	14.7	22.5	14.0	18.1	16.3	13.8	27.7	15.9	21,120
1985	12.1	10.0	12.2	18.8	11.2	14.4	16.1	14.2	14.0	13.0	11,957
1986	15.6	11.8	15.3	24.5	14.3	15.1	17.1	16.8	16.3	15.7	16,131
1987	14.1	10.5	13.1	21.1	13.6	17.2	16.7	15.5	30.4	15.9	16,285
1988	13.6	9.5	13.3	11.5	13.5	10.5	16.6	15.2	29.0	14.7	15,487
1989	13.5	9.5	14.5	17.5	13.7	14.7	15.3	15.4	27.3	15.1	16,348
Percent Returning											
1972	3.0	9.9	11.6	—	9.2	5.4	8.8	10.6	6.0	8.2	8,300
1975	8.7	7.0	10.3	0.0	10.6	9.6	8.2	13.5	8.6	9.6	12,957
1980	12.1	27.2	23.3	13.3	13.5	10.1	6.6	16.9	13.5	15.4	20,416
1985	10.7	12.4	17.5	14.9	13.4	10.1	4.8	16.7	7.4	12.2	11,187
1986	12.4	16.4	19.1	14.0	14.1	14.9	5.3	18.5	9.2	13.9	14,250
1987	12.0	13.2	18.0	11.7	14.0	12.0	4.7	16.9	12.6	13.1	13,337
1988	11.2	14.9	16.0	12.5	13.3	11.5	5.7	16.3	12.1	12.8	13,418
1989	10.9	13.3	16.7	10.7	13.4	7.0	7.2	16.0	10.2	12.3	13,278
Percent Continuing											
1972	59.8	67.4	51.5	—	54.3	64.6	53.4	60.9	45.6	57.9	58,793
1975	61.7	81.4	58.3	26.1	52.8	53.0	54.7	51.0	44.9	57.9	77,800
1980	50.0	40.5	38.8	36.8	48.6	44.3	47.6	47.8	39.0	45.3	60,015
1985	60.8	57.2	52.3	44.6	56.0	56.7	53.9	51.5	68.0	55.9	51,317
1986	53.1	48.1	45.3	38.1	50.1	41.5	50.8	44.3	40.0	47.2	48,358
1987	56.0	53.2	48.5	44.1	52.2	41.4	52.0	48.3	39.8	49.9	50,962
1988	57.3	53.8	51.0	50.4	52.2	41.0	50.6	50.6	43.5	51.1	53,695
1989	55.7	55.5	50.6	47.6	52.3	45.9	52.7	50.4	45.6	51.6	55,880
Total Enrollment											
1972	19,622	14,094	9,213	—	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977; and Student Data Tape 551, Data Processing Branch, Business Services Division, 1976 through 1989.

FIGURE 11.1: DISTRICT UNDUPLICATED ENROLLMENT BY *ENTERING STATUS* FALL 1972 - FALL 1989

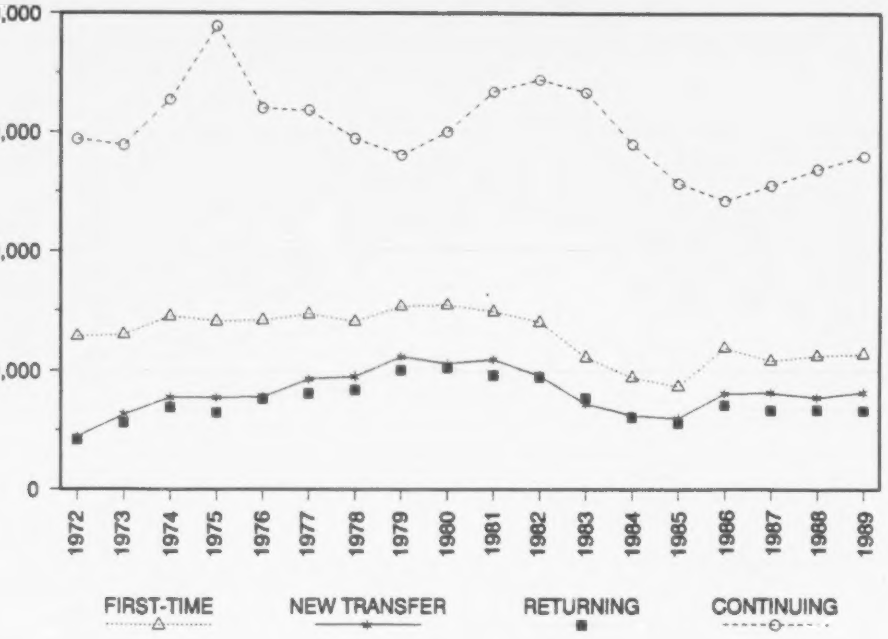


FIGURE 11.2: ENROLLMENT BY ENTERING STATUS AT CITY, EAST, TRADE-TECH AND DISTRICT, FALL 1975 AND FALL 1989

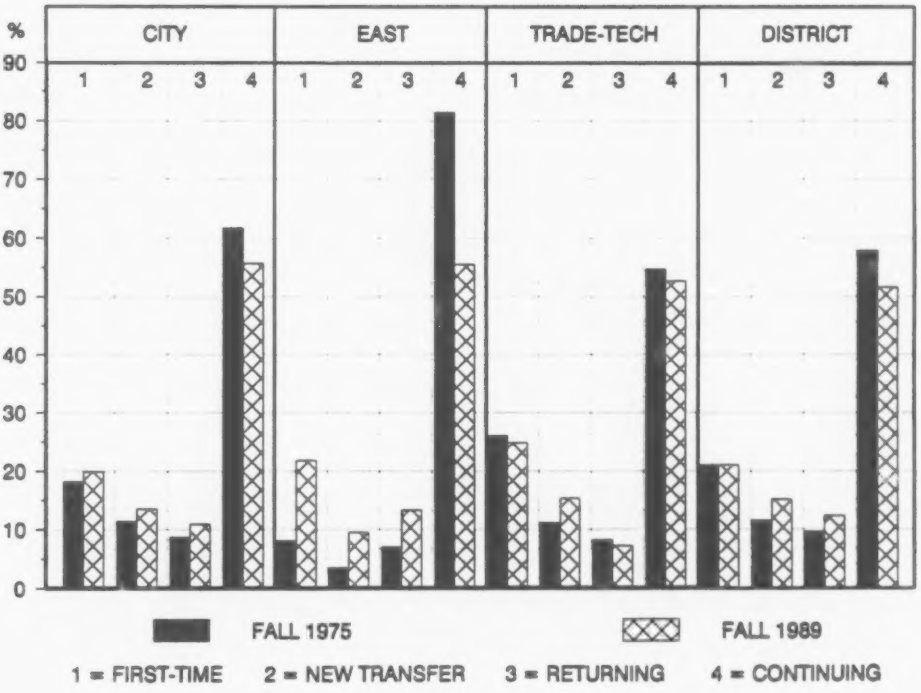


FIGURE 11.3: ENROLLMENT BY ENTERING STATUS AT VALLEY, MISSION, PIERCE AND DISTRICT, FALL 1975 AND FALL 1989

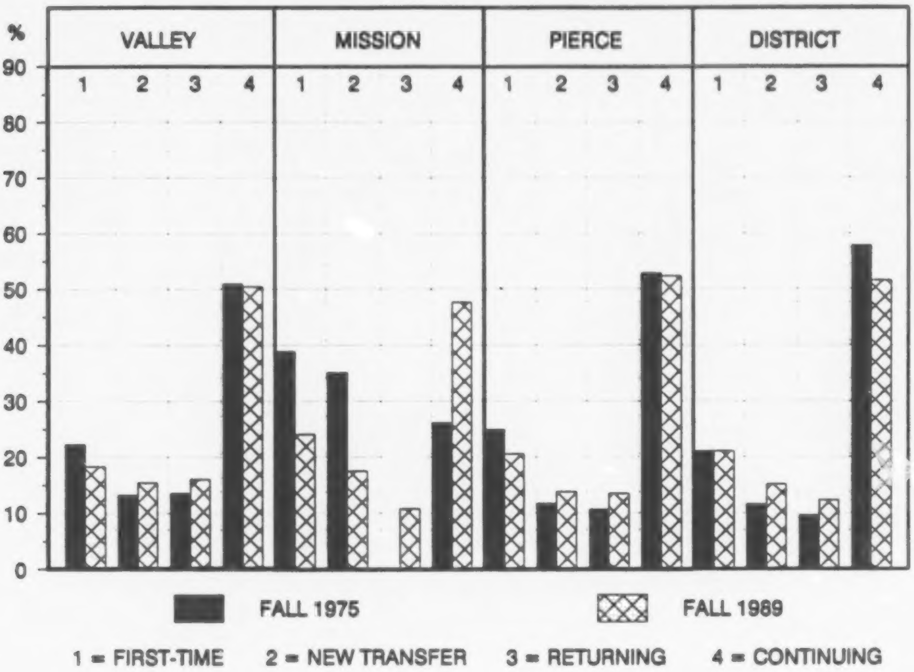
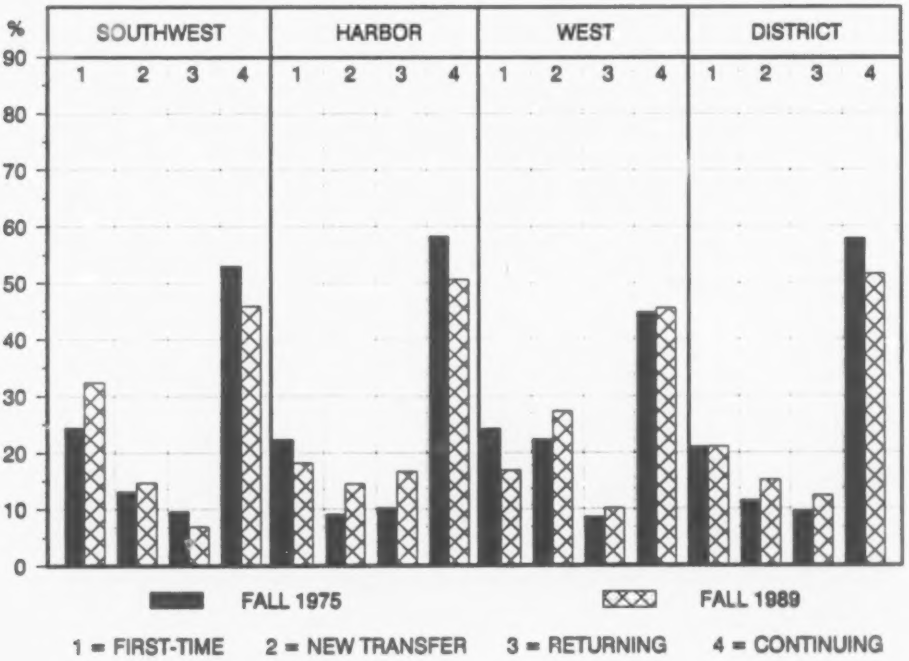


FIGURE 11.4: ENROLLMENT BY ENTERING STATUS AT SOUTHWEST, HARBOR, WEST AND DISTRICT, FALL 1975 AND FALL 1989



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ENROLLMENT BY EDUCATIONAL GOAL

Of all the tables and figures in the Digest, this set should be read with the greatest care, since selection of an erducational goal is difficult for many entering students. Thirty-nine percent of all district students filling out their directory cards in Fall 1989 responded to the goal question with "Other" or "Unknown", or simply did not answer the question. So the percentages listed are of respondents, not of the actual student body. Fewer than 70% of students at Mission and Southwest answered the question, and only slightly more than half at Valley; results at these colleges may be considered dubious at best. Only at East, Pierce and Valley did more than two-thirds of students state their goals. Non-response is particularly high among part-timers, only 27% of whom answered the goal question on the Spring 1989 student survey. Moreover, many who do choose a goal do not fully understand what it means, or have little idea what will be necessary to achieve it. The matriculation system, with its counseling component, may improve this situation in the near future.

Underachievement of goals is particularly apparent in the transfer category. Over half the respondents state that their goal is to transfer to a four-year college, but transfer figures from the CSU and UC systems clearly indicate that many students do not attain their objective. Nonetheless, the number of transfer seekers has increased steadily from the 1985 nadir, and so have the percentages, districtwide and at most colleges. In Fall 1989 City, East, Harbor, Pierce and Valley, colleges with strong transfer programs and more "traditional" students, all had transfer percentages over 60%, while fewer than 15% of students at vocationally-oriented Trade-Tech declared transfer goals. Mission and Southwest are the only other colleges with fewer than half seeking transfer.

As may be expected, Trade Tech led by far in the percentage of students seeking to improve job skills, but also led in share of students seeking the General Education Associate Degree, implicitly without transfer. There has been little change in the numbers of these degree seekers since 1985; their largest 1989 percentage share, at Trade-Tech, was only 19%, although this rate was more than twice last year's percentage. Conversely, the colleges trailing in this category were those that led in transfer seekers.

The greatest percentage of students districtwide among the three vocational groups is of those who merely seek to upgrade their job skills, without earning enough credits for an associate degree or certificate. At Trade-Tech, this group is almost 45%. But at City, East, Harbor and Pierce, the job skill seekers are less than 10%, and at East they are a smaller group even than those pursuing certificates.

The job skill percentage has declined districtwide and at most colleges since 1985. In Fall 1989 it declined from the previous year at all colleges but Southwest and Valley, whose figures are doubtful. There has been little fluctuation in vocational degree seekers; the largest valid change has occured at West, whose percentage has dropped almost three points since 1983. The Certificate group has been even more stable, varying by less than two points at all colleges. The actual number of students stating any vocational goal has hardly changed since 1985, when it ceased to decline. Only at Trade-Tech and Mission have percentages of vocational goals increased; at Mission they rose from 45% in 1985 to an even 50% in 1989. But the vocational share declined by eight points at East and City during this period.

There has been a high rate of response to the goal questions in the biennal student survey. Spring 1989 data show 40% of respondents districtwide to be transfer-bound, 38% with vocational goals, and 13% motivated by personal growth or interest. The small proportions selecting other goals were spread among general education, basic skills, or other reason for enrollment. The higher percentage of transfer students in Table 12 (55%) than for the survey reflects a greater response among full- than part-time students at registration. (See *Results of the Spring 1989 Student Survey*, Office of Research, Planning and Analysis, October 1989.)

TABLE 12

UNDUPLICATED ENROLLMENT BY EDUCATIONAL GOAL AND COLLEGE, FALL 1983 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Transfer											
1983	53.5	50.2	53.4	35.8	58.3	44.6	16.4	51.8	45.5	47.3	56,096
1985	55.7	53.2	58.7	39.8	59.7	44.5	17.1	60.6	51.3	51.0	46,766
1986	61.0	53.2	61.8	38.5	60.6	39.9	15.6	62.2	48.5	51.8	53,077
1987	63.5	58.1	66.4	34.1	64.7	45.0	15.0	65.3	52.8	54.7	55,915
1988	63.6	59.8	63.9	35.0	64.4	45.2	15.1	63.6	54.5	54.2	57,090
1989	65.0	62.2	64.3	40.9	66.1	46.0	14.8	62.7	54.4	55.4	59,928
Percent General Education Associate Degree											
1983	8.6	12.3	12.0	11.6	10.8	16.0	11.0	11.8	9.2	11.2	13,238
1985	10.8	10.1	10.7	15.0	8.4	16.5	9.2	9.6	8.8	10.0	9,207
1986	8.3	10.5	11.6	12.4	7.6	14.0	8.0	8.8	8.9	9.2	9,484
1987	7.5	12.2	9.4	12.4	6.8	15.1	6.7	8.1	9.8	8.9	9,097
1988	6.8	14.1	9.7	13.3	6.1	17.2	9.2	7.8	10.3	9.1	9,892
1989	7.0	12.6	10.5	15.0	6.4	12.7	9.2	8.5	10.7	9.4	10,199
Percent Vocational Associate Degree											
1983	10.7	8.9	13.9	6.8	10.8	11.5	16.3	8.6	10.2	11.0	13,013
1985	10.6	12.1	13.1	6.7	13.7	13.7	18.7	9.0	9.4	12.2	11,232
1986	10.6	11.9	10.2	7.0	14.7	11.6	18.6	7.6	9.0	11.6	11,923
1987	10.3	10.6	10.5	6.6	13.6	12.6	18.3	7.0	6.6	10.9	11,135
1988	10.7	10.1	10.0	7.0	14.1	15.0	17.9	7.7	5.7	11.5	11,710
1989	9.7	9.7	11.3	9.1	13.7	11.1	18.7	5.7	6.3	10.6	11,465
Percent Vocational Certificate											
1983	6.9	9.9	6.9	16.6	4.2	10.1	14.5	8.0	12.7	8.9	10,535
1985	7.9	9.4	5.0	16.4	5.9	8.1	13.5	7.8	12.4	8.8	8,085
1986	8.7	10.1	5.0	18.2	6.6	8.7	12.8	6.6	12.6	9.1	9,301
1987	8.7	9.3	4.2	17.3	5.3	9.1	11.4	6.6	10.5	8.3	8,524
1988	9.2	8.8	5.7	18.1	5.9	9.4	13.2	6.3	9.1	8.7	9,126
1989	10.2	8.6	5.7	18.7	5.5	6.3	13.1	6.3	10.0	8.7	9,468
Percent Job Skills											
1983	20.4	18.7	13.7	29.1	15.7	17.8	41.7	19.8	22.4	21.6	25,656
1985	15.0	15.2	12.4	22.1	12.3	17.2	41.5	13.0	18.1	18.0	16,489
1986	11.5	14.3	11.4	23.9	10.5	25.8	45.0	14.9	21.0	18.3	18,747
1987	10.0	9.8	9.4	29.5	9.7	18.1	48.6	13.0	20.3	17.2	17,538
1988	9.6	7.2	10.8	26.6	9.5	13.2	44.6	14.5	20.4	16.4	17,181
1989	8.1	7.0	8.2	16.3	8.4	23.9	44.2	16.9	18.7	15.9	17,168
Total Enrollment											
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	100.0	118,538
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
Unknown as Percent of Total											
1983	48.7	24.2	29.0	40.7	23.4	44.4	18.8	37.4	22.8	31.2	36,945
1985	29.9	29.1	35.1	41.4	21.2	41.4	19.0	54.8	31.3	32.5	29,822
1986	35.7	35.2	38.0	43.7	21.0	54.1	20.7	51.1	43.6	35.9	36,787
1987	35.8	32.9	34.9	48.8	24.2	65.1	24.4	58.4	40.2	38.3	39,169
1988	32.2	33.0	41.0	52.0	23.4	76.7	27.9	56.1	44.4	39.3	41,239
1989	34.6	29.4	42.7	71.0	27.2	73.1	26.6	48.9	38.9	39.2	42,385

Source: Student Data Tape 551, Data Processing Branch, Business Services Division, 1985 through 1988. Percentages were derived from known responses and were applied to total enrollment to estimate the district level numbers. Because the proportion of undecided goals and non-response is high, data should be regarded with caution.

FIGURE 12.1: DISTRICT UNDUPLICATED ENROLLMENT BY EDUCATIONAL GOAL FALL 1983 - FALL 1989

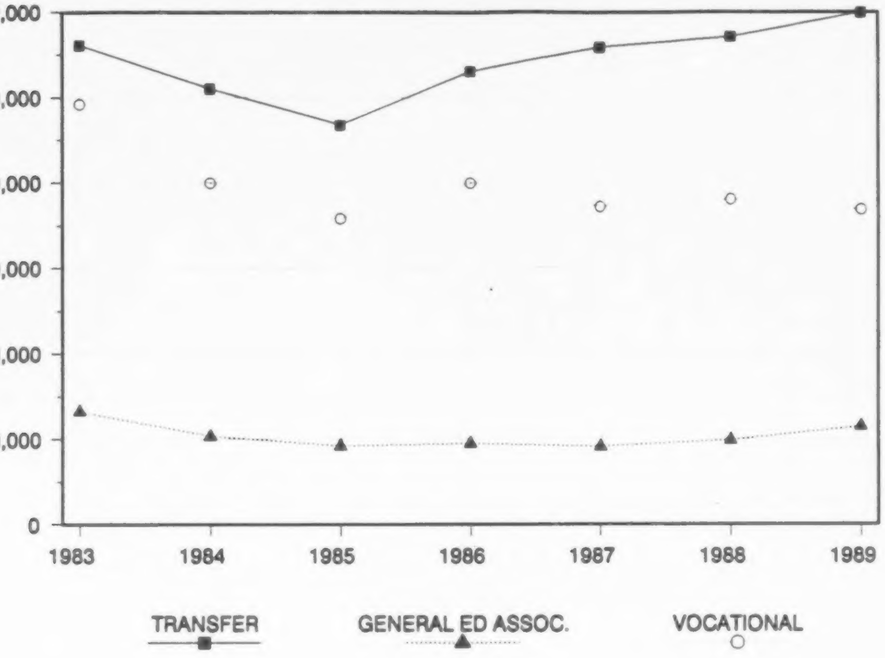

FIGURE 12.2: ENROLLMENT BY EDUCATIONAL GOAL AT CITY, EAST, TRADE-TECH AND DISTRICT, FALL 1983 AND FALL 1989

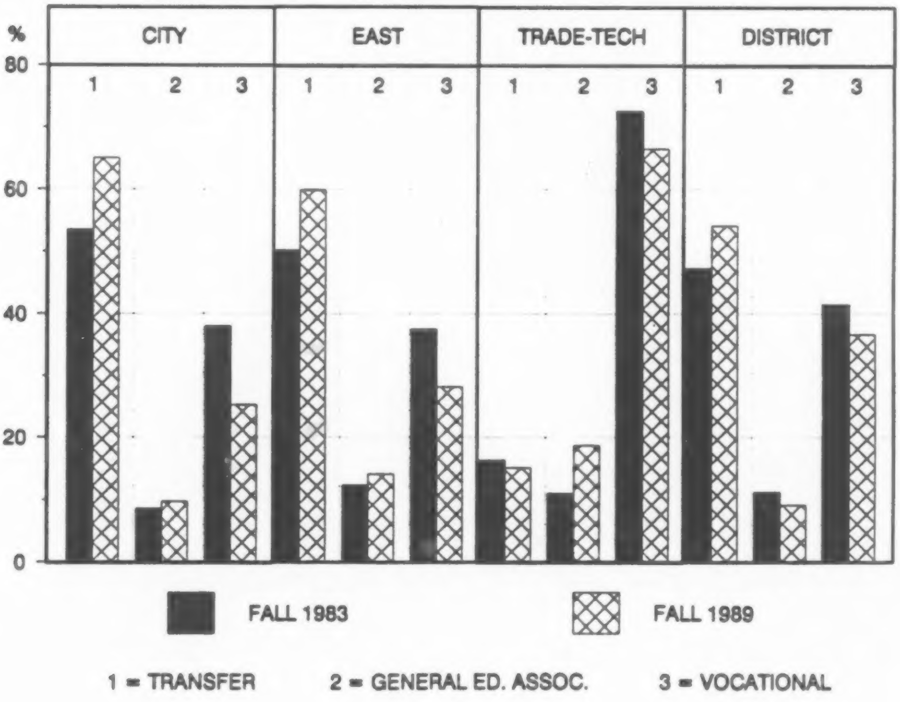

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FIGURE 12.3: ENROLLMENT BY EDUCATIONAL GOAL AT VALLEY, MISSION, PIERCE AND DISTRICT, FALL 1983 AND FALL 1989

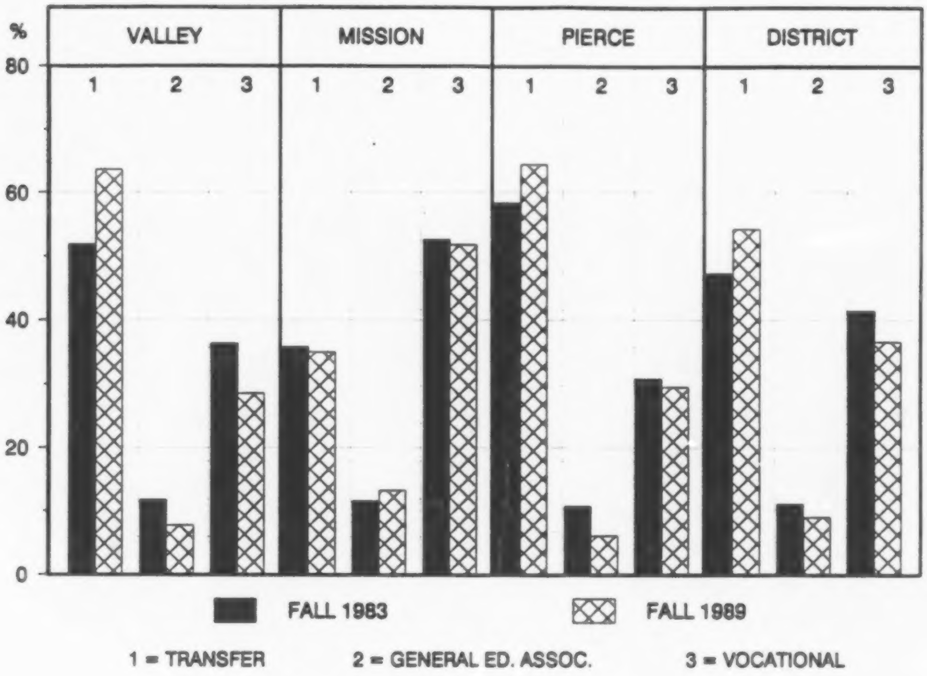
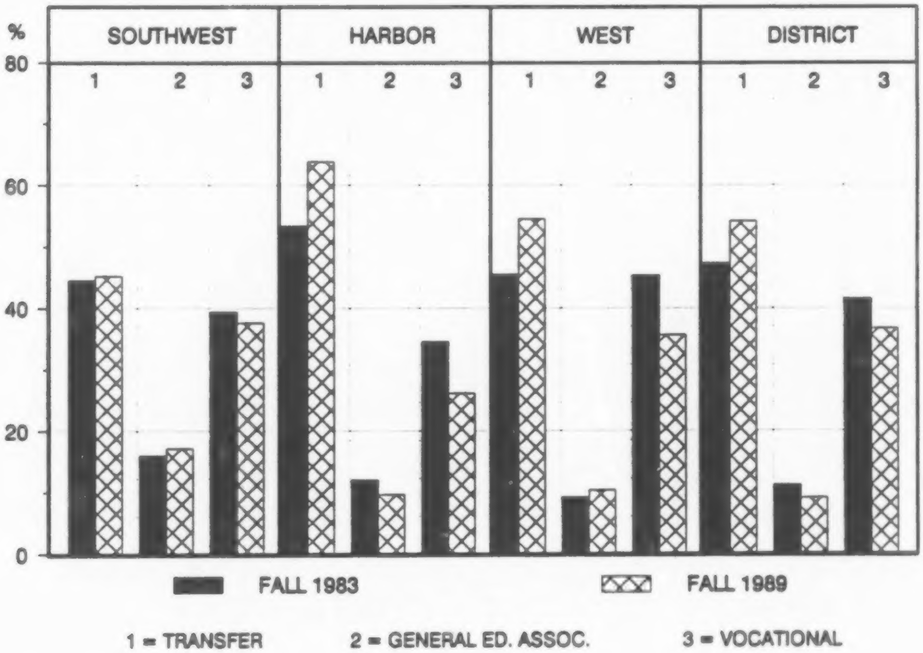


FIGURE 12.4: ENROLLMENT BY EDUCATIONAL GOAL AT SOUTHWEST, HARBOR, WEST AND DISTRICT, FALL 1983 AND FALL 1989



FALL AND SPRING STUDENT AND ENROLLMENT CHARACTERISTICS

These summary tables and figures are included to furnish student characteristics data for all categories at a glance, for quick and easy review. They include spring semester data, which is not given as detailed coverage and analysis as the fall figures.

A glance at the bar charts will show that most variations between fall and spring percentages in 1989-90 were not greater than a percentage point or two within categories. Notable exceptions were the percentages of first-time and continuing students; first timers were nine points less districtwide in spring, while continuing students are twelve points higher. It was ten points higher districtwide in spring than fall, and higher at all colleges. This is because fewer new students start school in the spring, and more continue from fall to spring.

Viewing all categories at once makes it easier to discern the unique clienteles of each college, and how the different characteristics relate to one another. Thus, Mission is seen to serve an older, more female student body carrying fewer units in more evening classes, and seeking job skills. East has younger students, more of whom are male, more attending day classes with full loads, and more seeking to transfer.

TABLE 13.1

STUDENT AND ENROLLMENT CHARACTERISTICS BY COLLEGE, FALL 1989

(Percentages)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Age											
Under 25	42	56	51	33	60	36	40	48	40	48	51,340
25 - 34	34	27	25	28	23	34	33	30	32	29	31,545
Over 34	24	16	25	39	17	30	27	22	29	23	25,343
Ethnicity											
Asian	26	21	15	5	13	1	15	13	10	15	16,018
Black	16	4	14	8	4	71	32	7	48	18	19,048
Hispanic	36	68	25	47	10	26	39	21	11	30	32,901
White	19	6	43	37	69	2	12	56	27	34	36,689
Sex											
Female	51	58	58	65	53	69	42	56	61	56	59,634
Male	49	42	42	35	47	32	58	44	39	44	48,594
Class Level											
Freshman	60	63	63	66	61	76	67	61	61	63	68,060
Sophomore	27	29	24	23	28	20	25	27	22	26	27,903
AA or Higher	13	8	13	11	12	5	8	13	17	11	12,264
Entering Status											
1st-Time	20	22	18	24	21	32	25	18	17	21	22,722
Transfer	14	10	15	18	14	15	15	15	27	15	16,348
Returning	11	13	17	11	13	7	7	16	10	12	13,278
Continuing	56	56	51	48	52	46	53	50	46	52	55,880
Unit Load											
Under 6	33	37	41	49	37	31	40	43	44	39	42,129
6-11 units	37	35	31	23	32	30	35	35	35	34	36,458
12 or more	29	28	28	28	31	39	25	22	20	27	29,641
Hour Load											
Under 6	28	31	33	45	32	25	26	37	38	32	34,293
6-11 hours	36	34	32	25	32	29	32	35	36	33	35,925
12 or more	36	35	36	30	37	46	43	27	26	35	37,380
Time of Day											
Day	50	38	43	30	46	43	49	39	37	43	46,179
Day/Evening	20	19	18	18	19	12	8	15	17	17	17,859
Evening	30	43	39	52	35	46	43	46	47	41	44,190
Educational Goal											
Transfer	65	62	64	41	66	46	15	63	54	55	59,928
General Ed	7	13	11	15	6	13	9	9	11	9	10,173
Vocational	28	25	25	44	28	41	76	29	35	35	38,096
Enrollment	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100	108,228

Source: Student Data Tape 551, Data Processing Branch, Business Services Division.

Note: Enrollment percentages from "Other" ethnic groups are not shown here. Sophomore includes all students with 30 and more units but no degree.

TABLE 13.2

STUDENT AND ENROLLMENT CHARACTERISTICS BY COLLEGE, SPRING 1990

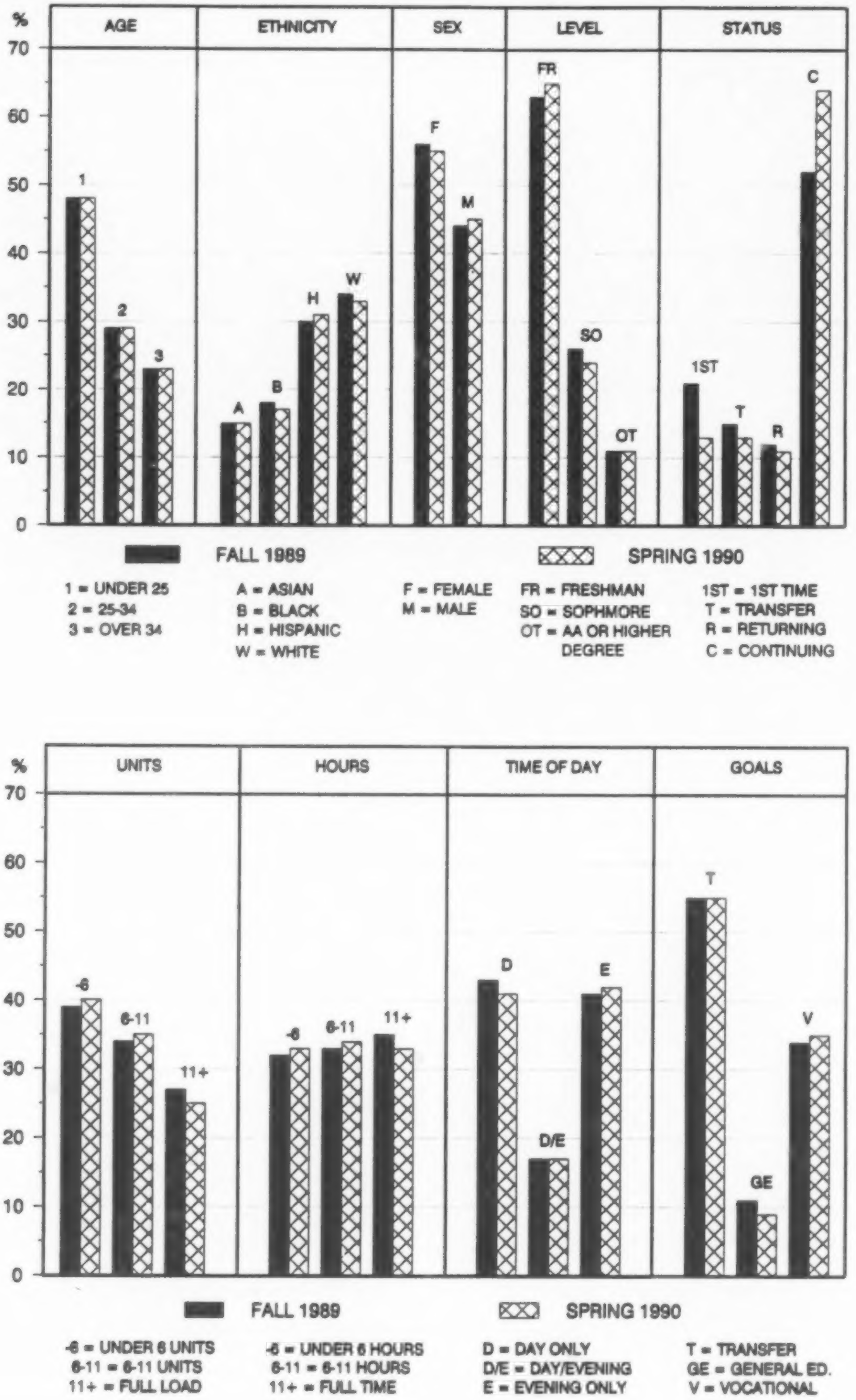
(Percentages)

	City	East	Harbor	Mission	Pierce	Southwest	Trade-Tech	Valley	West	District	
										%	Number
Age											
Under 25	42	57	49	32	60	36	40	50	39	48	49,987
25 - 34	34	26	24	29	23	35	34	29	33	29	30,201
Over 34	24	16	26	40	17	29	26	21	29	23	23,952
Ethnicity											
Asian	26	21	15	5	14	1	15	13	11	15	15,621
Black	15	3	15	8	4	72	31	7	47	17	17,704
Hispanic	37	68	25	47	10	24	39	21	11	31	32,283
White	18	6	43	37	68	2	11	55	27	33	34,366
Sex											
Female	51	57	59	66	52	66	42	56	60	55	57,277
Male	49	43	41	34	48	34	58	44	40	45	46,863
Class Level											
Freshman	64	66	63	72	62	76	68	62	65	65	65,608
Sophomore	24	26	23	18	26	20	24	25	19	24	26,035
AA or Higher	13	8	14	10	12	5	8	13	16	11	11,768
Entering Status											
1st-Time	14	14	11	16	9	23	16	11	13	13	12,497
Transfer	10	8	11	16	11	12	13	13	24	13	13,538
Returning	11	11	15	11	10	7	14	14	7	11	11,455
Continuing	65	67	63	55	70	58	65	62	57	64	66,650
Unit Load											
Under 6	35	37	43	51	39	29	25	38	39	40	41,656
6-11 Units	36	36	30	30	33	43	33	35	34	35	36,449
Full-Time	29	27	26	19	28	34	42	27	27	25	26,035
Hour Load											
Under 6	30	31	35	48	34	24	25	38	39	33	34,366
6-11 Hours	35	36	31	24	33	43	33	35	34	34	35,408
Full-Time	35	34	34	28	33	34	42	27	27	33	34,366
Time of Day											
Day	45	36	41	28	45	40	47	39	38	41	44,780
Day/Evening	20	21	19	15	20	11	9	16	17	17	17,704
Evening	36	43	40	57	35	49	44	44	46	42	42,697
Educational Goal											
Transfer	64	60	62	43	69	44	14	63	55	55	57,277
General Ed	8	12	13	13	7	12	9	9	11	9	9,373
Vocational	28	29	25	44	24	44	77	29	34	35	36,449
Enrollment	15,995	13,319	8,175	5,532	17,980	5,386	11,788	17,371	8,594	100	104,140

Source: Student Data Tape 551, Data Processing Branch, Business Services Division.

Note: Enrollment percentages from "Other" ethnic groups are not shown here. Sophomore includes all students with 30 and more units but no degree.

FIGURE 13: DISTRICT FALL AND SPRING STUDENT CHARACTERISTICS, 1989-90



TABLES AND FIGURES

Instructional Programs

WSCH BY DAY AND EVENING PROGRAMS

Weekly Student Contact Hours (WSCH) is a central measure of course and faculty productivity, and is the most common basis for calculating ADA. Districtwide, the amount of WSCH has been slowly but steadily recovering from the low point of 1985, but is still far below the levels of the 70s and early 80s. Not all colleges have maintained a steady recovery, and Valley, Mission and Harbor have actually declined slightly from 1987.

The line chart shows that District WSCH was at its peak in Fall 1975, when it rose to almost 1,500,000. Enrollment peaked in Fall 1981, at a level 2% above that of 1975. But WSCH in 1981 was 9% below the 1975 level. This discrepancy was brought about by changes in student characteristics. In 1975, 26% of District students were under 20 years, and 36% were carrying full-unit loads. The WSCH per enrollment that year was 10.78, a level that was not approached in the 1980s. By 1981, only 21% of students were under 20, the percentage of full loads had dropped to 25%, and WSCH per enrollment was down to 9.51% This increase in older students attending part-time continued further into the 1980s. It is also reflected in the shift from day to evening WSCH throughout the decade. The slight shifts in percentages between 1975 and 1989 mask the decline in WSCH and the decreasing numbers of younger, full-time students.

Since 1975 day WSCH has declined at a steeper rate than evening, and has recovered less well than evening WSCH from the 1985 districtwide low. This year's districtwide increase in WSCH was almost three times greater in evening classes than in daytime offerings. Trade-Tech and Pierce still have the largest shares of day WSCH, but both experienced slight declines in Fall 1989. East experienced a ten-point shift to evening WSCH, probably due to an increase in ESL offerings. Day WSCH percentages increased this year only at City and Southwest. These trends reflect an older student body, with more working people enrolling in evening classes. Mission, with its large share of older working students, is still the only college whose day WSCH is less than half its total.

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TABLE 14

WEEKLY STUDENT CONTACT HOURS BY DAY AND EVENING PROGRAMS AND COLLEGE, FALL 1968 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
										%	Number
Percent Day WSCH											
1968	74.9	72.4	76.2	—	74.7	75.2	68.5	72.6	—	73.1	714,321
1970	77.2	62.1	78.0	—	76.0	68.5	66.8	74.3	73.7	72.4	814,919
1975	70.5	67.8	69.7	53.8	71.6	64.5	66.2	68.5	65.7	68.6	994,197
1980	70.4	63.6	69.7	53.3	71.0	62.2	72.6	66.5	63.9	68.2	858,877
1985	71.2	71.4	63.9	39.7	73.9	60.6	76.1	64.2	63.6	69.3	610,027
1986	69.0	67.9	62.1	35.5	70.7	55.6	75.4	62.6	55.5	65.9	623,627
1987	70.2	67.9	65.5	33.2	71.1	54.1	75.6	64.4	55.7	66.5	626,042
1988	68.4	69.8	65.5	39.3	71.1	52.7	72.6	63.8	54.6	65.9	631,552
1989	69.5	60.3	65.1	39.1	70.4	56.5	72.0	62.7	54.9	64.3	642,761
Percent Evening WSCH											
1968	25.1	27.6	23.8	—	25.3	24.8	31.5	27.4	—	26.9	262,443
1970	22.8	37.9	22.0	—	24.0	31.5	33.2	25.7	26.3	27.6	309,891
1975	29.5	32.2	30.3	53.8	28.4	35.5	33.8	31.5	34.3	31.4	455,359
1980	29.6	36.4	30.3	46.7	29.0	37.8	27.4	33.5	36.1	31.8	400,894
1985	28.8	28.6	36.1	60.3	26.1	39.4	23.9	35.8	36.4	30.7	270,242
1986	31.0	32.1	37.9	64.5	29.3	44.4	24.6	37.4	44.5	34.1	323,317
1987	29.8	32.1	34.5	66.8	28.9	45.9	24.4	35.6	44.3	33.5	315,519
1988	31.6	30.2	34.5	60.7	28.9	47.3	27.4	36.2	45.4	34.1	326,625
1989	30.5	39.7	34.9	60.9	29.6	43.5	28.0	37.3	45.1	35.7	356,840
Total WSCH											
1968	209,267	132,029	95,972	—	160,837	27,067	167,022	184,570	—	100.0	976,764
1970	216,509	145,240	108,573	—	184,821	35,638	190,294	196,731	47,004	100.0	1,124,810
1975	260,510	189,478	130,446	15,597	251,491	59,473	229,699	235,838	77,024	100.0	1,449,556
1980	204,548	153,478	109,189	20,004	216,785	66,878	201,467	192,608	94,814	100.0	1,259,771
1985	140,665	110,902	74,039	21,545	162,968	28,275	150,394	135,953	55,528	100.0	880,269
1986	144,760	112,978	79,784	35,175	170,101	35,465	149,282	150,214	69,185	100.0	946,944
1987	140,017	113,644	81,630	34,282	170,787	39,300	142,884	152,054	66,963	100.0	941,561
1988	140,027	119,222	79,343	33,343	172,322	45,792	145,623	150,700	71,805	100.0	958,177
1989	153,899	128,195	80,714	42,568	167,679	53,232	141,070	155,537	76,707	100.0	999,601

Source: Enrollment and Attendance Reports, 1968-1978 and computer report CCAF130, Office of Enrollment Managment, Educational Services Division , 1983 through 1989. Enrollments do not include ITV.

FIGURE 14.1: DISTRICT DAY AND EVENING WSCH, FALL 1968 - FALL 1989

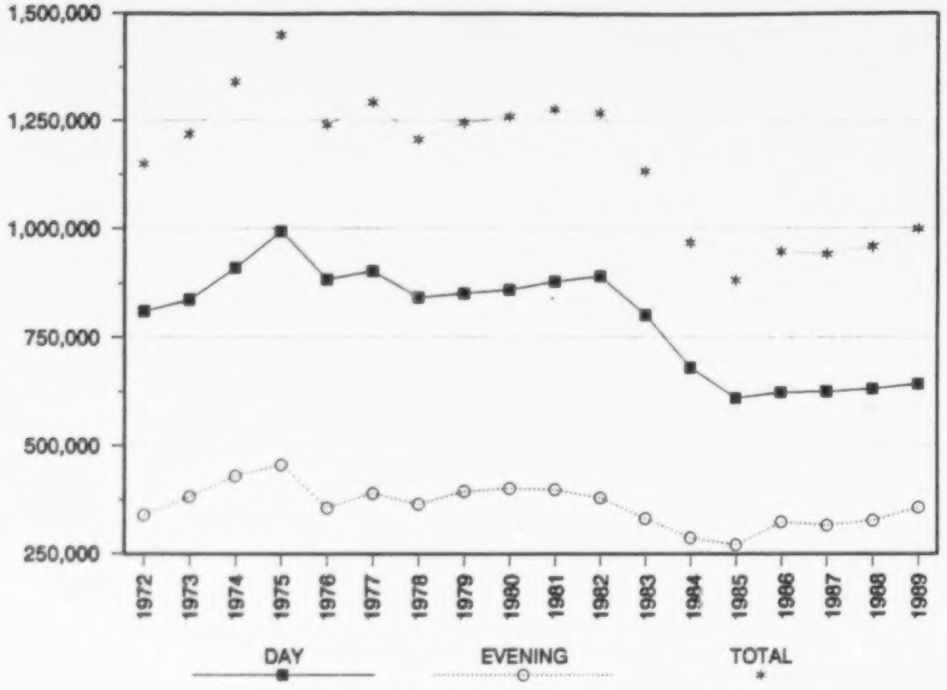


FIGURE 14.2: PERCENT DAY WSCH BY COLLEGE, FALL 1975 AND FALL 1989

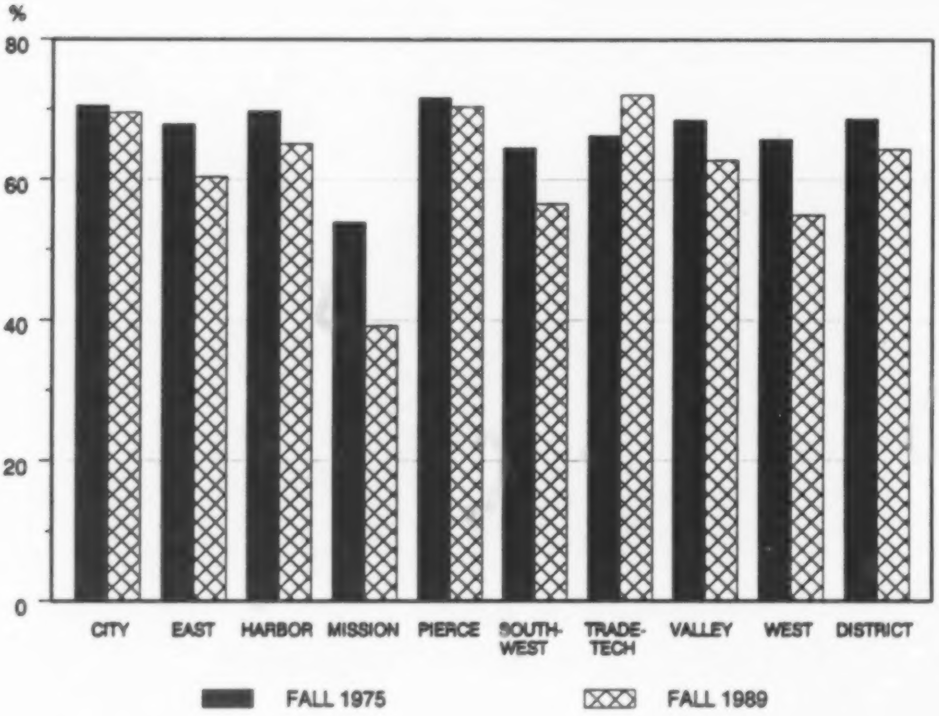
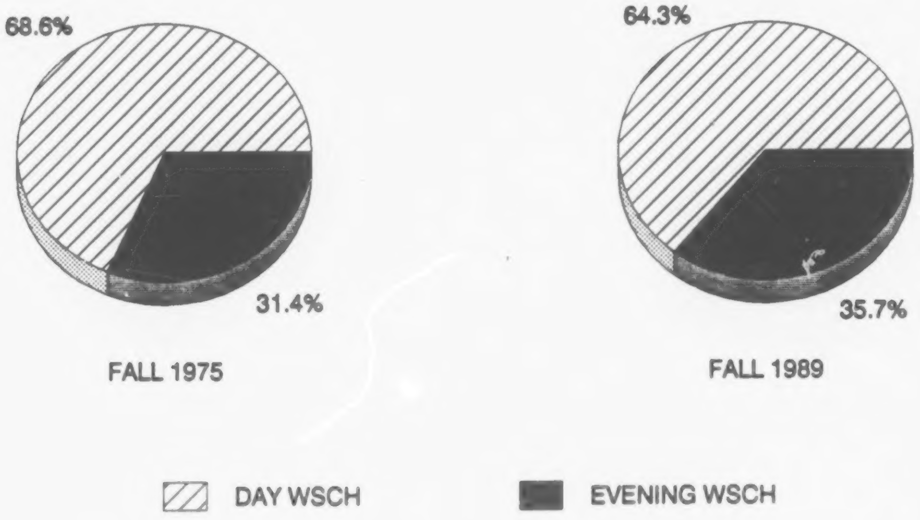


FIGURE 14.3: DISTRICT DAY AND EVENING WSCH PERCENTAGES, FALL 1975 AND FALL 1989



WSCH PER ENROLLMENT

During the past decade districtwide WSCH per student has fluctuated between 9.1 and 9.6, with an irregular downward trend; this year brought a slight increase. In most years, spring semesters have had lower rates than fall. The overall decrease since 1979 may have resulted from the lighter loads taken by more older, working students.

Mission's low figure reflects its majority of part-time evening students; it has had the lowest rate in the District throughout the decade. Trade-Tech's WSCH-intensive vocational programs, with long lab hours, have consistently earned the highest rate for that college. West has been in second lowest place for the past three years; this year both semesters were above 8.0 WSCH per enrollment for the first time since Fall 1986. Southwest's Fall 1989 figure was the highest ever for any semester, representing an increase of over one WSCH for the previous year. The remaining colleges have remained within one WSCH of each other throughout the decade, with Valley trailing under 9. Valley's figure has fluctuated less than any other college over the decade, while East suffered a conspicuous decline in the early 80s from which it has not recovered.

TABLE 15

WEEKLY STUDENT CONTACT HOURS PER ENROLLMENT

1979-80 THROUGH 1989-90

		City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1979-80	Fall	8.47	12.27	9.50	6.34	9.28	9.47	12.09	8.62	8.17	9.63
	Spring	9.48	10.29	9.37	6.43	9.16	9.46	12.04	8.46	7.99	9.49
1980-81	Fall	7.61	12.27	9.28	6.19	9.40	9.56	12.24	8.57	8.15	9.51
	Spring	9.31	10.07	9.47	5.99	9.35	9.49	12.11	8.47	8.27	9.49
1981-82	Fall	8.05	11.67	9.04	5.80	9.21	9.42	11.66	8.22	7.77	9.28
	Spring	9.42	10.09	9.19	5.88	9.04	9.64	11.42	8.42	7.56	9.26
1982-83	Fall	10.00	9.26	9.72	6.29	9.19	9.32	12.05	8.43	8.18	9.42
	Spring	10.00	9.42	10.10	6.05	9.35	9.42	12.54	8.49	8.52	9.60
1983-84	Fall	10.05	9.83	9.61	6.10	9.23	9.15	12.15	8.46	8.72	9.55
	Spring	10.43	9.23	9.41	5.99	9.27	8.86	12.31	8.32	8.25	9.45
1984-85	Fall	10.24	9.51	9.51	5.90	9.23	9.14	12.68	8.29	8.56	9.54
	Spring	10.37	9.56	9.43	5.88	9.22	9.05	12.86	8.26	8.34	9.58
1985-86	Fall	10.24	9.47	9.54	6.30	9.37	9.23	12.57	8.35	8.63	9.59
	Spring	10.13	9.38	9.26	6.55	9.17	9.10	13.04	8.28	8.74	9.54
1986-87	Fall	9.74	9.20	9.33	7.14	9.19	8.34	12.03	8.26	8.09	9.24
	Spring	9.71	9.31	8.93	6.86	9.14	8.40	11.92	8.21	7.87	9.17
1987-88	Fall	9.84	9.13	9.49	6.66	9.32	8.47	11.91	8.38	7.71	9.21
	Spring	9.69	9.35	8.96	6.36	9.23	8.49	11.71	8.37	7.85	9.15
1988-89	Fall	9.35	9.18	9.04	6.84	9.36	8.55	11.47	8.41	7.98	9.13
	Spring	9.50	9.38	9.07	6.98	9.19	9.55	11.40	8.30	7.87	9.15
1989-90	Fall	9.60	9.37	9.21	7.45	9.30	9.60	11.20	8.40	8.21	9.24
	Spring	9.62	9.26	9.54	7.22	9.16	8.94	11.20	8.49	8.36	9.21

Source: Enrollment and Attendance Reports, Educational Services Division, 1974 through 1978, and Board of Trustees Informative Reports, compiled by the Office of Attendance Accounting, Educational Services Division,1978 through 1990.

FIGURE 15.1: DISTRICT WSCH PER ENROLLMENT, FALL 1979 - FALL 1989

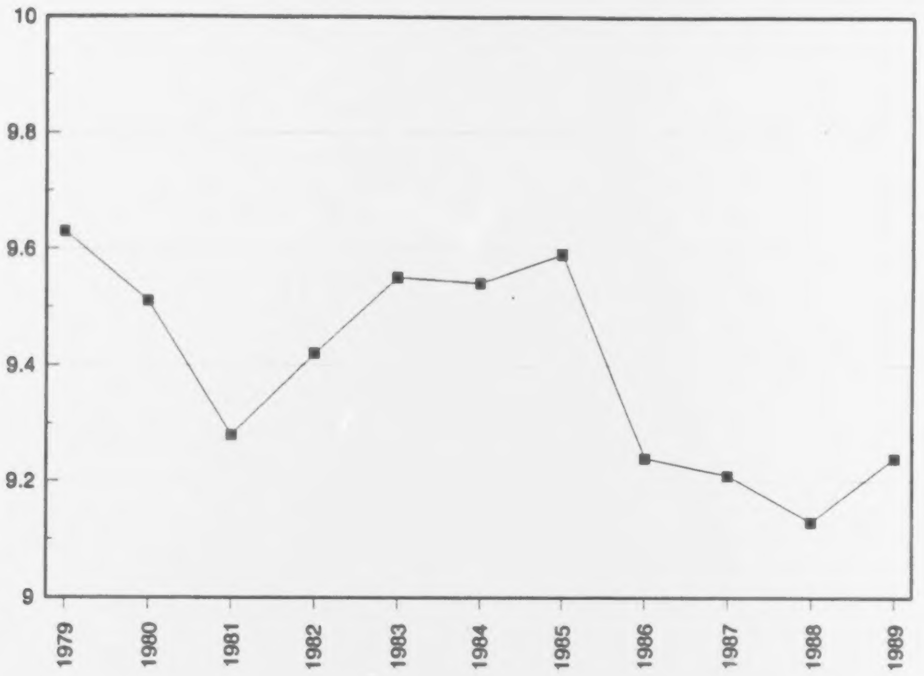


FIGURE 15.2: WSCH PER ENROLLMENT BY COLLEGE, FALL 1979 AND FALL 1989

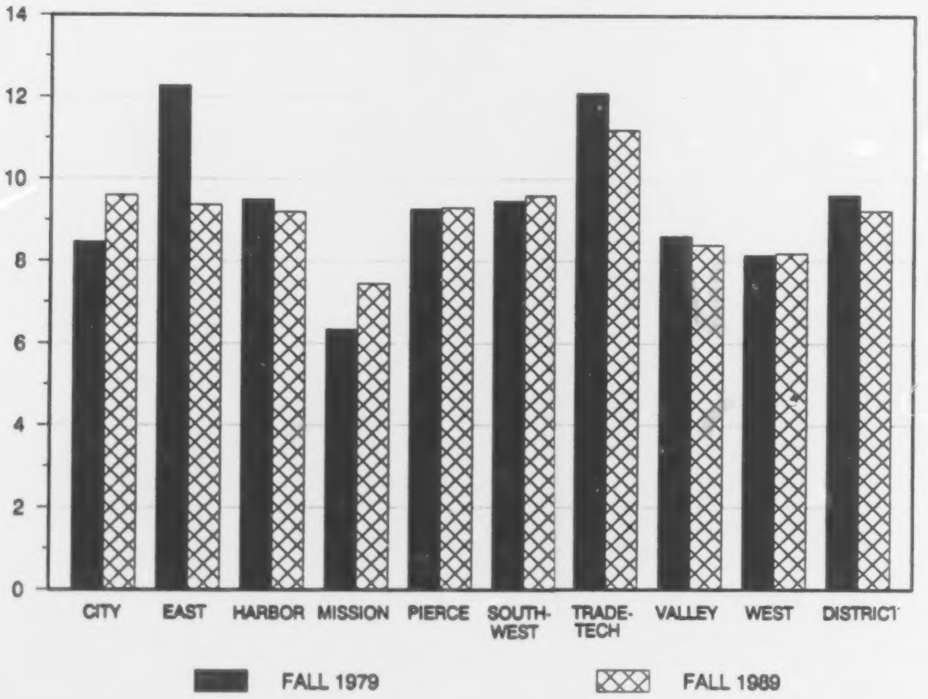
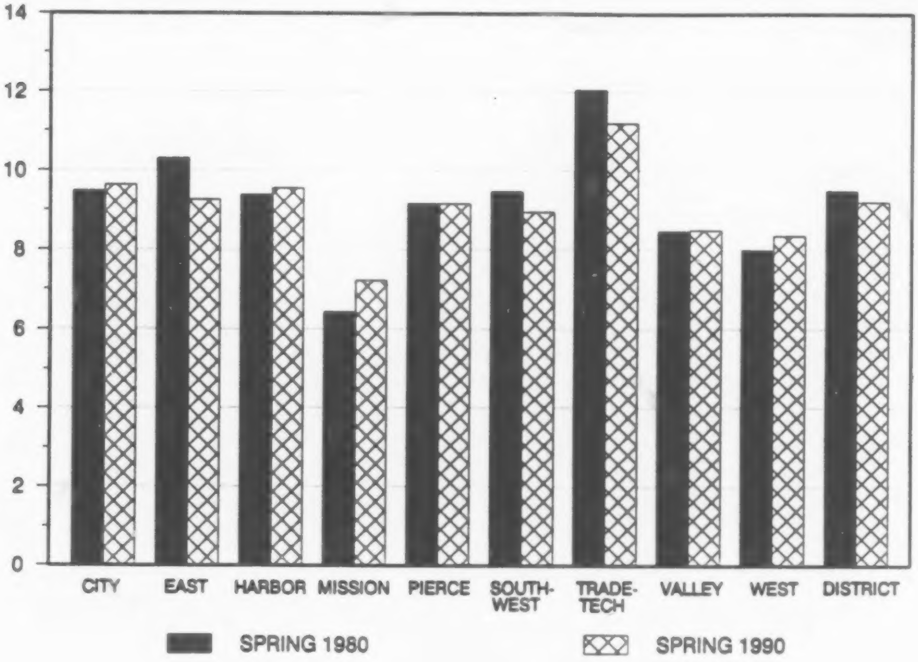


FIGURE 15.3: WSCH PER ENROLLMENT BY COLLEGE, SPRING 1980 AND SPRING 1990



WSCH BY ACTIVITY

Table 16 lists the instructional activities with WSCH over 10,000 in Fall 1989, in order of amount, while the bar graph in Figure 16 compares WSCH of this year's top 10 with their WSCH in 1981. The activities consist of single disciplines or groups of closely related disciplines. The percentage change from 1981 represents a comparison of current WSCH with the year in which the District had its highest overall enrollment and WSCH.

Since Fall 1981, the activities earning WSCH over 50,000 have been Math, English, Business (including Accounting, Management, Marketing, Finance and Supervision), and Physical Education/Health (PE), though not necessarily in that order every year. Of this year's top 10, only Math and English had WSCH totals higher than in Fall 1981, and both increased significantly this year to their highest WSCH ever. Mathematics moved into the leading position in Fall 1984, and has maintained it since; English has competed closely with the Business disciplines for second place in recent years. The Business disciplines and PE were well in the lead in 1981; both have recovered from low points in the mid 80s.

The conspicuous increase in English as a Second Language (ESL) WSCH reflects both the designation of old courses with the new ESL discipline name and the development of new programs. Nonetheless, the ESL WSCH figure represents only a fraction of actual ESL WSCH, since several colleges offer ESL under English, Speech and Developmental Communications.

Part of the reason for these sudden gains, as well as sharp losses on Philosophy, Physical Science and Sociology, may be found in the shifting curricula of the various PACE programs at different colleges. Disciplines gain when they are included in PACE, and fall back when they are no longer offered. Notwithstanding obvious PACE-driven fluctuations, interest in transfer and associate degrees programs is growing, and has impelled the ascendancy of Mathematics and English. The only non-transfer oriented activity to grow has been Developmental Studies, which responds to the rapidly growing need for basic skills training. But Math and English growth also includes basic skills enrollment.

WSCH in vocational programs has not changed as dramatically, with the exception of Electronics, which suffered a substantial 15% drop from last year, and the most severe decline from its peak of any activity on the list. Nursing, Computer Science and Automotive have continued their slow declines, while Construction Trades, Office Administration and Public Services have gained slightly.

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TABLE 16

WEEKLY STUDENT CONTACT HOURS BY SELECTED ACTIVITY

FALL 1981 - FALL 1989

Major Activity	Fall 1981	Fall 1985	Fall 1986	Fall 1987	Fall 1988	Fall 1989	% Change 1988-89	% Change 1981-89
Mathematics	84,764	78,154	84,376	94,458	89,473	96,336	7.7	13.7
English	69,497	66,893	82,447	75,777	79,859	86,448	8.3	24.4
Business	116,103	70,595	82,169	77,670	76,502	75,149	-1.8	-35.3
Physical Ed, Health	111,132	62,610	53,162	58,415	63,500	62,900	-0.9	-43.4
Foreign Language	45,115	28,409	33,620	33,629	35,092	37,761	7.6	-16.3
Biological Science	46,585	31,108	30,555	30,894	31,549	34,640	9.8	-25.6
Computer Sciences	46,311	34,250	35,300	34,585	33,385	34,221	2.5	-26.1
Psychology	48,869	27,761	26,168	27,702	32,933	32,653	-0.9	-33.2
Office Administration	43,607	30,132	31,376	28,914	29,456	28,671	-2.7	-34.3
History & Social Science	32,766	20,481	30,162	22,642	24,163	27,669	14.5	-15.6
Art	44,928	24,892	28,327	27,284	26,450	26,413	-0.1	-41.2
Speech	24,695	19,968	21,858	25,135	33,711	24,681	-26.8	-0.1
ESL*					6,717	24,513	264.9	
Developmental Studies	19,580	10,139	15,542	18,119	22,145	22,899	3.4	17.0
Music	38,541	19,436	22,339	21,761	24,587	20,674	-15.9	-46.4
Nursing	36,412	29,078	25,267	21,569	19,280	20,413	5.9	-43.9
Chemistry	28,629	20,491	20,673	19,808	18,887	19,698	4.3	-31.2
Consumer Studies	21,808	16,295	17,625	17,956	17,373	18,285	5.2	-16.2
Physical Science	19,695	14,028	12,973	20,226	13,572	18,059	33.1	-8.3
Philosophy	10,971	13,161	12,429	17,904	14,172	17,547	23.8	59.9
Child Development	14,662	11,630	13,870	13,971	15,129	16,160	6.8	10.2
Electronics	34,468	24,460	23,299	20,447	17,381	15,191	-12.6	-55.9
Political Science	18,376	11,877	12,159	13,892	20,979	14,958	-28.7	-18.6
Construction Trades	17,104	12,487	13,275	12,575	13,595	14,634	7.6	-14.4
Theater Arts, Cinema	21,715	13,799	14,661	15,183	17,911	14,085	-21.4	-35.1
Sociology	17,262	9,554	14,292	11,062	12,030	13,981	16.2	-19.0
Economics	12,710	9,282	14,931	10,353	10,770	11,898	10.5	-6.4
Public Services	18,574	10,455	10,846	10,200	10,900	11,222	3.0	-39.6
Automotive	20,891	14,577	12,769	11,626	11,083	10,616	-4.2	-49.2
Subtotal	1,065,770	736,002	796,470	793,757	822,584	852,375	3.6	-20.0
Total of Remaining Disciplines	208,042	142,590	147,033	144,244	132,462	142,958	7.9	-31.3
District Total	1,273,812	878,592	943,503	938,001	955,046	995,333	4.2	-21.9

Source: Office of Research, Planning and Analysis, Educational Services Division.

*Includes ESL discipline only: WSCH in English, Speech and Developmental Communications ESL offerings are tallied under those listings.

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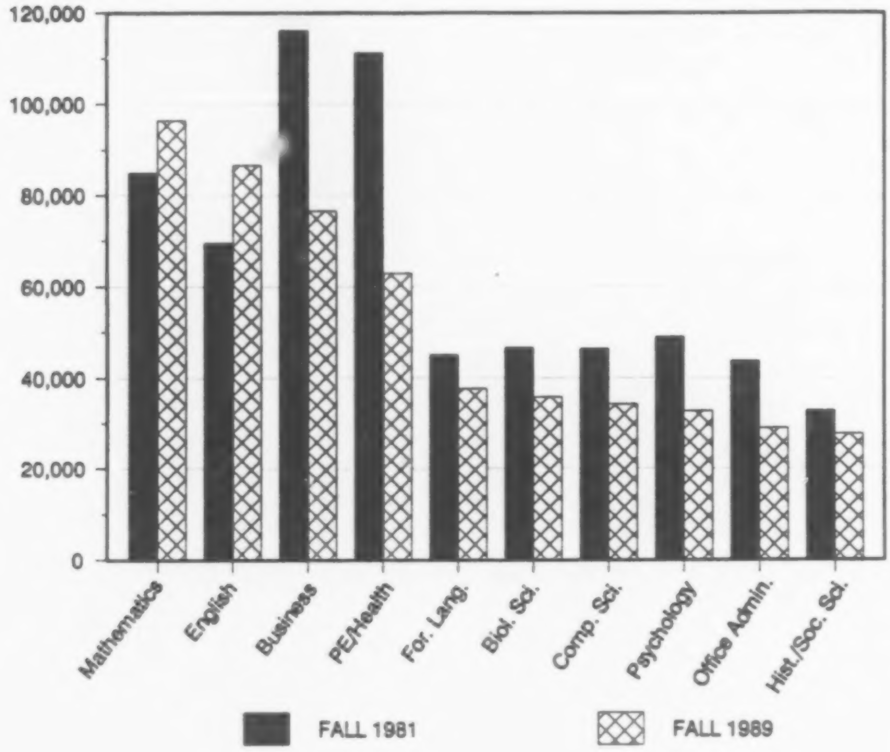
FIGURE 16: WSCH BY SELECTED ACTIVITY, FALL 1981 AND FALL 1989



STAFFING PATTERNS AND CLASS SIZE BY ACTIVITY

The activities in Tables 17.1 and 17.2 are listed in the same order as in Table 16, and the disciplines in Figrure 17.1 and 17.2 are the same top 10 as in Figure 16, with comparisons here in full-time equivalent (FTE) regular faculty and average class size.

Trends in faculty follow those in WSCH more closely than do variations in class size. English and Developmental Studies have larger faculties only because of their shorter 12-hour contract load. Nursing has a relatively large faculty and small class size to conform with the accrediting and regulatory agencies' guidelines mandating maximum class sizes and instructor/student ratio. Aside from these anomalies, the number of FTE faculty has waxed or waned according to enrollment. Class size varies according to the nature and needs of the particular discipline. Some vocational programs, and disciplines with combined lab or studio classes like Chemistry, Music and Art, tend to have smaller class size. Classroom-based disciplines enjoying enrollment surges may have larger class sizes, as have Mathematics, English, and any disciplines in PACE programs. Only chemistry and electronics have suffered a steady decline in class size throughout the decade. Among the top 10, Computer Science suffered the most conspicuous drop since 1981. Analysis of courses within disciplines has shown that applied computer courses have increased their enrollment, reflecting the growing use of newly available microcomputer software, and the subsequent reduced need for programmers.

The percentage of full-time faculty has tended to increase in most disciplines, as budget cutbacks have fallen first on hourly faculty. But fluctuations in the activities listed on this table have kept their overall percentages virtually unchanged since 1981. The enrollment increases in Mathematics, English and Developmental Studies have compelled their departments to hire hourly personnel, pushing their regular faculty percentage well below the district average, at least temporarily. Classes in Business, Public Service, Computer Science, Office Administration and other vocational programs are frequently staffed by hourly instructors regularly employed in the industries served by the programs. Their percentage is usually below average, and frequently less than 50%. Nursing's nearly 100% regular faculty is required for the program's extensive weekly clinical time. The next highest percentages of regular faculty were in liberal arts classroom disciplines like History, Psychology and Foreign Languages, where faculty hirings during the dramatic enrollment growth of the 70s reflected a swelling demand among younger transfer-bound students enrolling full-time.

TABLE 17.1

STAFFING PATTERNS BY SELECTED ACTIVITY

FALL 1981 - FALL 1989

Activity	Faculty (Full-time Equivalents)						% Regular Faculty	
	1981	1985	1986	1987	1988	1989	1981	1989
Mathematics	149.7	151.3	158.6	169.3	173.8	182.3	66.8	54.7
English	182.9	174.9	196.5	194.5	197.9	212.2	69.7	51.0
Business	213.2	156.5	159.8	164.9	158.7	163.0	38.8	42.7
Physical Ed, Health	189.5	126.1	101.1	107.3	120.9	125.9	78.5	79.3
Foreign Language	109.0	78.7	77.8	79.0	80.6	85.3	56.4	55.3
Biological Science	93.0	79.3	77.1	79.7	71.5	75.1	71.1	67.5
Computer Sciences	70.4	73.7	73.8	77.2	74.1	78.5	42.6	51.7
Psychology	105.7	65.8	50.8	52.9	60.5	60.9	71.2	83.0
Office Administration	102.9	78.6	79.0	67.9	71.8	68.3	57.2	53.6
History & Social Science	65.6	49.0	49.5	40.2	45.0	48.5	84.3	79.6
Art	104.4	61.0	66.9	64.6	66.7	67.3	60.5	68.4
Developmental Studies	34.9	27.6	37.7	44.8	54.3	50.2	48.0	55.2
Speech	57.8	45.6	44.6	49.7	65.3	51.0	67.4	57.3
ESL					4.6	56.5		11.8
Music	90.7	58.4	60.0	59.1	64.8	58.3	62.7	72.9
Nursing	155.5	125.1	104.8	91.2	84.5	85.5	85.2	89.2
Chemistry	61.2	49.3	47.6	48.5	51.7	48.6	75.3	74.2
Consumer Studies	47.5	31.6	36.1	33.4	37.3	34.7	68.1	71.8
Physical Science	41.5	29.5	26.3	34.4	25.3	29.5	80.4	75.5
Philosophy	24.4	24.4	24.8	29.6	27.2	30.3	84.4	73.2
Child Development	31.3	26.3	27.8	28.8	29.9	28.4	57.3	62.5
Electronics	58.9	53.4	51.4	52.9	49.8	46.2	58.1	59.6
Political Science	33.9	25.9	21.8	24.3	34.0	26.3	80.3	79.5
Construction Trades	27.2	24.0	22.6	24.3	27.0	24.2	70.0	66.1
Theater Arts, Cinema	51.9	38.6	38.4	35.5	41.0	36.4	67.1	72.1
Sociology	37.0	23.2	22.8	21.6	22.6	24.4	80.4	79.5
Economics	22.0	18.8	22.9	18.9	18.3	20.7	72.7	69.6
Public Services	35.0	24.0	22.2	21.0	21.6	23.8	33.5	27.2
Automotive	39.4	34.2	28.1	26.0	25.3	22.7	74.8	76.3
Subtotal	2,236.4	1,754.6	1,730.7	1,741.3	1,805.9	1,865.2	65.5	61.2
Total of Remaining Disciplines	470.1	362.9	339.2	337.1	335.0	328.8	67.9	68.0
District Total	2,706.5	2,117.5	2,069.9	2,078.4	2,140.9	2,194.0	65.9	62.2

Source: Office of Research, Planning and Analysis

Note: Sorted by Fall 1988 WSCH. All FTE (full-time equivalent) are active assignments in the classroom.

FIGURE 17.1: REGULAR FTE FACULTY BY SELECTED ACTIVITY, FALL 1981 AND FALL 1989

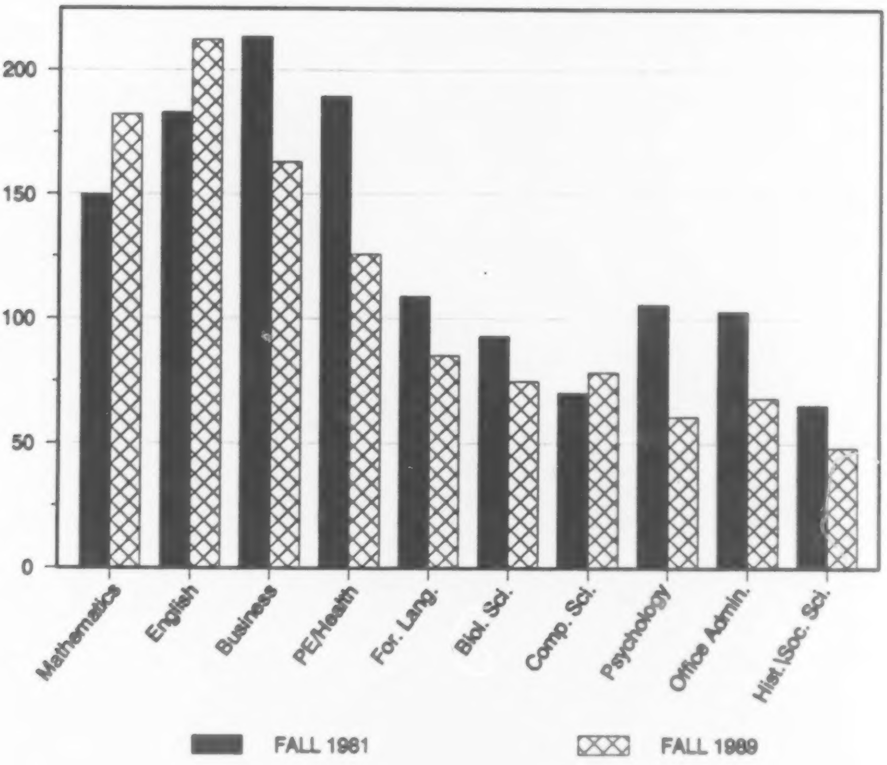


TABLE 17.2

CLASS SIZE BY SELECTED ACTIVITY

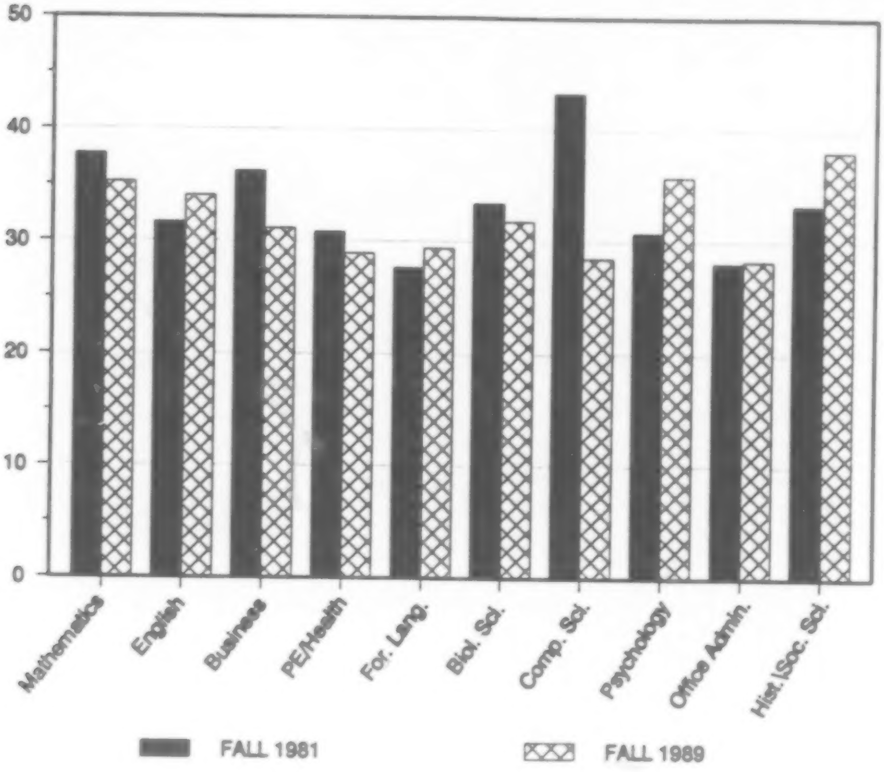
FALL 1981 - FALL 1989

Activity	Enrollment/Weekly Faculty Contact Hour						% Change	
	1981	1985	1986	1987	1988	1989	1988-89	1981-89
Mathematics	37.7	34.4	35.5	37.2	34.3	35.2	2.6	-6.6
English	31.6	31.9	34.9	32.5	33.6	34.0	1.1	7.4
Business	36.2	29.8	34.0	31.1	31.6	31.1	-1.4	-14.0
Physical Ed, Health	30.8	28.8	30.4	31.6	30.3	28.9	-4.5	-6.1
Foreign Language	27.6	24.1	28.8	28.4	28.7	29.4	2.5	6.6
Biological Science	33.4	26.2	26.4	25.8	29.4	31.8	8.0	-4.9
Computer Sciences	43.2	30.6	31.4	29.5	30.0	28.5	-4.9	-33.9
Psychology	30.8	28.1	34.4	34.9	36.3	35.8	-1.5	16.1
Office Administration	28.1	25.6	26.5	28.4	27.8	28.3	1.9	0.7
History & Social Science	33.3	27.8	40.6	37.5	35.8	38.1	6.3	14.3
Art	27.5	25.8	26.9	26.5	24.8	24.8	0.0	-9.7
Developmental Studies	40.2	30.0	33.6	33.0	32.7	41.9	28.3	4.3
Speech	28.5	29.2	32.7	33.7	34.4	32.2	-6.3	13.1
ESL					42.7	28.5	-33.2	N/A
Music	28.3	22.2	24.8	24.5	25.3	23.6	-6.5	-16.4
Nursing	13.0	13.0	13.4	13.1	12.8	13.3	3.2	2.0
Chemistry	31.2	27.7	29.0	27.2	24.3	27.0	11.0	-13.4
Consumer Studies	26.2	28.7	26.9	29.2	25.1	28.6	13.7	9.1
Physical Science	31.2	31.7	32.8	39.2	35.7	40.8	14.2	30.7
Philosophy	30.0	36.0	33.4	40.3	34.7	38.6	11.0	28.5
Child Development	31.2	29.5	33.2	32.4	33.6	38.4	14.0	23.0
Electronics	35.0	28.1	27.9	23.6	20.9	20.0	-4.4	-42.9
Political Science	36.1	30.5	37.2	38.1	41.1	37.9	-7.9	4.9
Construction Trades	30.1	25.2	28.6	25.0	24.3	29.1	20.2	-3.2
Theater Arts, Cinema	27.9	23.8	25.5	28.5	29.7	25.8	-13.3	-7.6
Sociology	31.1	27.5	41.8	34.1	35.5	38.2	7.6	22.8
Economics	38.5	32.9	43.5	36.5	39.3	38.3	-2.5	-0.5
Public Services	35.3	29.1	32.5	32.4	33.7	31.2	-7.4	-11.6
Automotive	27.6	21.7	23.2	22.5	22.0	24.1	9.6	-12.7
District Average Class Size	29.8	26.4	29.3	29.1	28.7	29.8	3.8	0.0

Source: Office of Research, Planning and Analysis

Note: Sorted by Fall 1989 WSCH. Enrollment per weekly faculty contact hour approximates class size.

FIGURE 17.2: CLASS SIZE BY SELECTED ACTIVITY, FALL 1981 - FALL 1989



WSCH BY COURSE CLASSIFICATION

The classifications of courses cited in Table 18 and its accompanying figures are derived from the *Directory of Educational Pograms and Courses*, published by the Office of Curriculum and College Relations, Educational Services Division. Some courses are offered on a trial basis before completing the approval process, which includes coding for classification. Colleges offering these courses show less than 100% coded WSCH.

The courses included under Prerequisite and Developmental are designed to meet the academic and personal needs of educationally disadvantaged or otherwise handicapped students. These courses include basic skills and developmental classes below college level, in English, English as a Second Language (ESL), Math, Speech, and Learning Skills, as well as personal development and special education classes for various categories of disabled students. All the WSCH listed here under Prerequisite and Developmental is in credit classes.

The Occupational category includes courses intended to prepare students for a career or occupation without the need for subsequent training or education in an institute of higher education. Some of these courses may be transferable to equivalent vocational programs offered in California State University (CSU) institutions; none are transferable to the University of California (UC).

The Liberal Arts and Sciences classification includes all courses offered at the freshman and sophmore level at four-year colleges. These are all transferable, either to both CSU and UC institutions, or to CSU schools only.

Since 1980, the percentage of developmental credit WSCH has increased at all colleges, and more than doubled districtwide. At City it has more than tripled. But City's percentage is second to Southwest, where over 36% of WSCH is below college level, representing a slight decline in this category from last year. Developmental WSCH percentages also declined at East and Valley, but by less than half a percentage point; developmental WSCH actually increased at these colleges. All other colleges showed increases in developmental WSCH numbers and percentages; Mission showed the biggest percentage change, with a increase of almost 10%.

This year the districtwide occupational WSCH figure increased for the first time since 1986, although the percentage declined slightly. Percentages have decreased at all colleges since 1980, and have increased this year only at Harbor and Southwest. Even Trade Tech's percentage of vocational WSCH declined by two points, the biggest drop of any college, although the actual figure was virtually unchanged. Trade-Tech still has by far the largest share of occupational WSCH, with West a distant second. The smallest percentage was at East. Most of the WSCH share lost by vocational programs during the last few years has apparently been gained by developmental and basic skills offerings.

While occupational and developmental areas have fluctuated over the last decade, there has been little change in percentages of Liberal Arts WSCH, and no overall directional trend. A notable exception this year was Mission, whose neartly ten-point increase in developmental WSCH percentage was matched in part by a seven-point decrease in its Liberal Arts share. Mission's was by far the biggest change; no college saw its Liberal Arts percentage rise or decline more than two points from 1988, and the districtwide percentage dropped less than half a point. Pierce has the largest share, which was virtually unchanged from last year. As expected, Trade-Tech's remains the lowest, but rose by over a point from 1988.

TABLE 18

WEEKLY STUDENT CONTACT HOURS BY COURSE CLASSIFICATION AND COLLEGE

FALL 1980 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District	
Percent Prerequisite and Developmental											
1980	7.6	11.1	8.6	10.9	4.3	14.6	5.3	5.6	7.7	7.4	92,877
1985	13.4	13.3	9.5	14.3	5.0	14.9	6.7	7.8	12.0	9.5	78,749
1986	17.6	17.3	16.4	17.1	9.2	20.3	9.1	12.0	14.2	13.6	135,749
1987	18.7	17.9	16.4	16.8	10.1	28.2	9.8	12.9	14.1	14.6	144,411
1988	21.5	19.7	17.9	19.7	11.4	38.4	13.8	12.9	14.6	16.9	167,519
1989	25.8	19.6	18.1	29.3	11.8	36.3	14.5	12.6	15.7	18.2	189,411
Percent Occupational											
1980	41.2	33.5	36.4	37.3	33.5	36.9	76.9	36.2	45.4	43.0	541,669
1985	36.5	33.2	30.7	35.2	34.5	42.9	76.6	32.3	46.2	42.1	340,682
1986	35.6	31.4	28.8	31.1	32.2	40.1	74.7	31.1	46.0	39.9	396,925
1987	33.1	28.5	28.4	30.0	30.1	34.6	73.4	28.7	41.3	37.2	368,098
1988	32.2	25.5	27.9	30.3	28.6	26.3	68.7	29.0	38.8	35.2	348,133
1989	29.7	25.9	29.0	27.7	28.0	28.9	66.8	28.3	38.8	34.4	358,012
Percent Liberal Arts & Sciences											
1980	51.1	55.5	55.0	51.7	62.2	48.5	17.9	58.2	46.9	49.6	625,225
1985	50.1	53.5	57.2	50.4	60.5	42.2	16.8	59.9	41.7	48.2	390,602
1986	46.8	51.3	54.7	51.8	58.6	39.6	16.2	56.9	39.8	46.5	463,314
1987	48.3	53.6	55.2	53.2	59.8	37.2	16.7	58.4	44.6	48.1	475,722
1988	46.4	54.8	54.2	50.0	60.0	35.3	17.5	58.0	46.6	47.8	472,771
1989	44.5	54.5	52.9	43.0	60.2	34.8	18.8	59.1	45.5	47.3	492,126
Percent of WSCH Coded by Course Classification											
1980	83.9	87.9	80.8	72.5	79.5	81.3	75.3	83.0	78.5	81.1	1,021,970
1985	97.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.6	810,032
1986	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	995,988
1987	100.0	99.2	100.0	99.9	100.0	100.0	100.0	100.0	100.0	99.9	988,231
1988	99.1	99.5	99.5	99.6	98.8	99.4	99.9	98.9	99.4	99.3	988,424
1989	99.1	99.4	99.3	99.3	98.8	98.7	99.6	98.8	99.5	99.2	1,039,549
Total WSCH											
1980	204,548	153,478	109,189	20,004	216,785	66,878	201,467	192,608	94,814	100.0	1,259,771
1985	133,906	102,849	67,931	19,978	150,280	26,527	135,582	124,326	50,297	100.0	813,476
1986	155,112	123,754	84,626	36,295	179,523	36,687	151,166	157,864	70,960	100.0	995,988
1987	149,265	126,196	85,705	35,724	179,203	40,559	144,090	159,222	69,239	100.0	989,204
1988	148,910	131,384	82,019	35,985	177,809	47,651	142,594	157,045	72,396	100.0	995,795
1989	166,829	140,273	83,046	42,396	177,580	49,456	147,705	163,669	77,360	100.0	1,048,314

Source: Course Activity Measures Data Tapes, Fall 1980 through Fall 1989, Data Processing Branch, Business Services Division.

Note: Proportions for 1980 should be regarded with caution, because of the large number of courses which were not classified.

FIGURE 18.1: DISTRICT WSCH BY COURSE CLASSIFICATION, FALL 1980 - FALL 1989

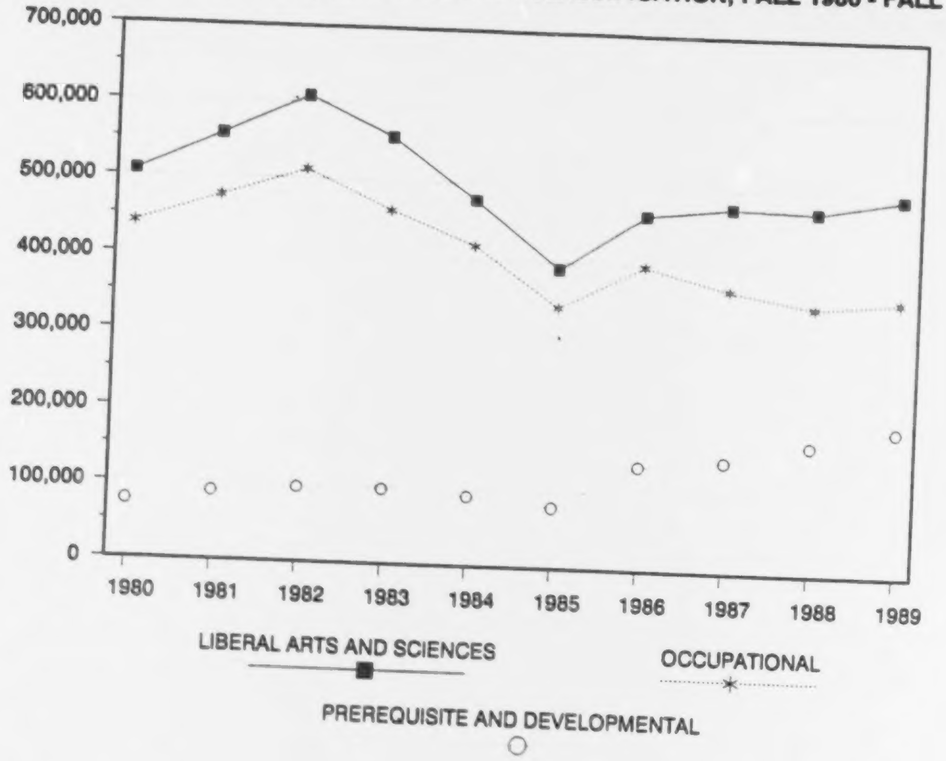


FIGURE 18.2: WSCH BY COURSE CLASSIFICATION AT CITY, EAST, TRADE-TECH AND DISTRICT, FALL 1980 AND FALL 1989

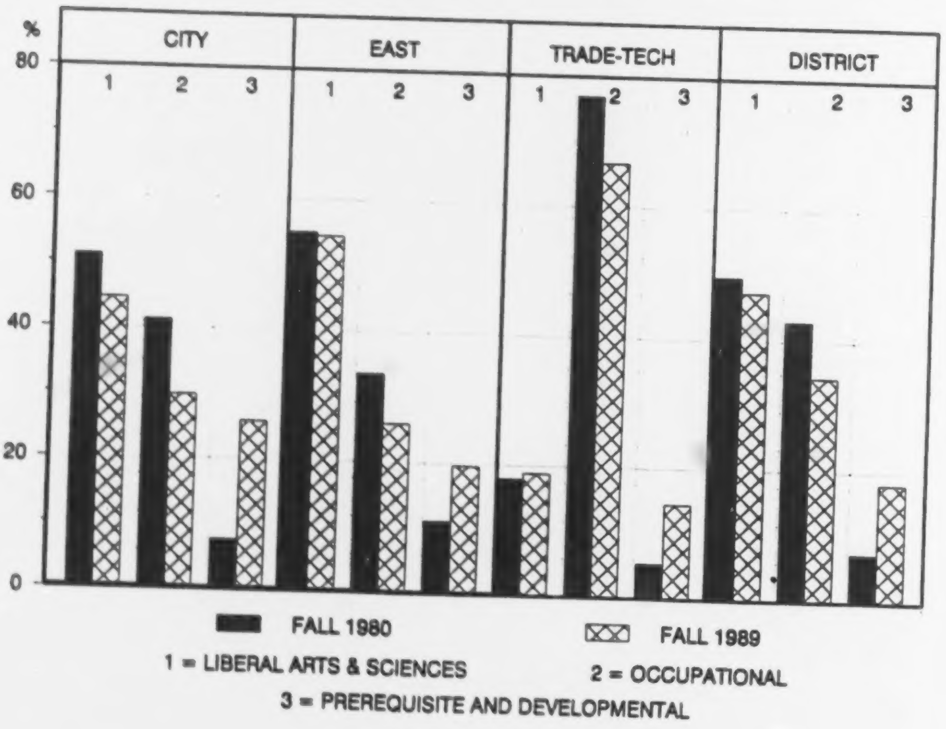
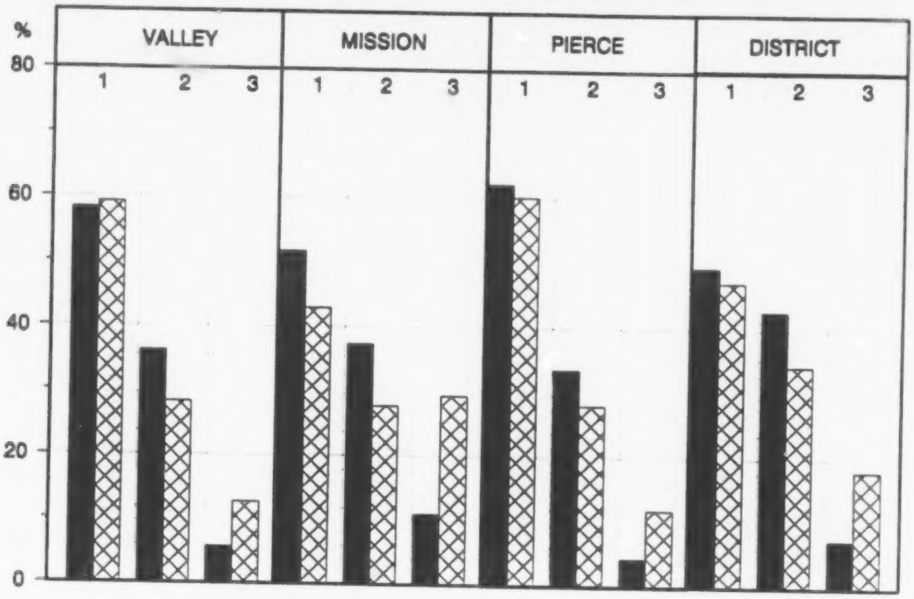


FIGURE 18.3: WSCH BY COURSE CLASSIFICATION AT VALLEY, MISSION, PIERCE AND DISTRICT, FALL 1980 AND FALL 1989

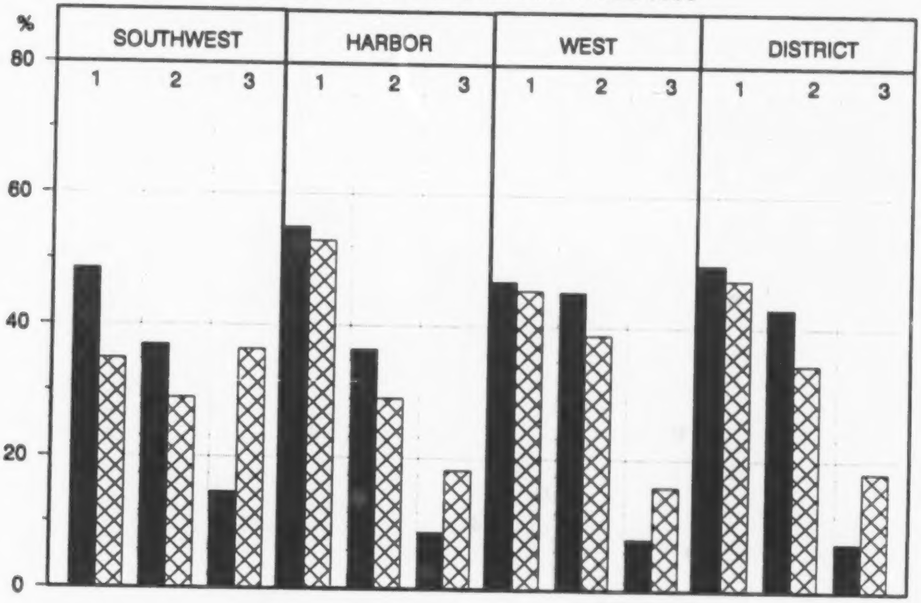


■ FALL 1980 ▨ FALL 1989

1 = LIBERAL ARTS & SCIENCES 2 = OCCUPATIONAL

3 = PREREQUISITE AND DEVELOPMENTAL

FIGURE 18.4: WSCH BY COURSE CLASSIFICATION AT SOUTHWEST, HARBOR, WEST AND DISTRICT, FALL 1980 AND FALL 1989



■ FALL 1980 ▨ FALL 1989

1 = LIBERAL ARTS & SCIENCES 2 = OCCUPATIONAL

3 = PREREQUISITE AND DEVELOPMENTAL

WSCH BY COURSE TRANSFER STATUS

The trends in WSCH Transfer Status illustrated in Figure 19.1 closely parallel those in Figure 18.1 above. The courses transferable to both CSU and UC can be considered the equivalent of the liberal arts and sciences category, although they include some transferable vocational offerings. Many of the courses transferable to CSU only can serve as prerequisites of CSU career-oriented programs in fields like business, health occupations or journalism. The non-transferable courses contain many occupational offerings along with prerequisite and developmental, but enrollment trends in the latter category seem to have driven increases in non-transferable WSCH.

The percentage of District WSCH transferable to both the UC and CSU systems dropped two points this year to its lowest point of the decade, almost exactly half of District WSCH. But the actual WSCH figure in this category was virtually unchanged. Most of the percentage shift was caused by an increase of almost 30,000 in non-transferable WSCH, corresponding to a 1.4 percentage point increase in this category's share of District WSCH. CSU Only WSCH also increased, by almost 18,000 districtwide, with almost a full percentage point increase. The biggest Fall 1989 increase in the non-transferable WSCH percentages occurred at Mission College, where it rose by seven percentage points. This change was probably impelled by a foufold increase in ESL WSCH at that college. Southwest, also with an expanding ESL program, enjoyed a three-point increase, which followed a seven point increase between 1987 and 1988 At East, the CSU only WSCH share rose by three precentage points, while its non-transferable WSCH declined slightly after a nearly four-point increase the previous year.

Trade-Tech continues to have by far the largest percentage of non-transferable WSCH in the District, almost two-thirds. Most of this WSCH is in skilled blue-collar occupational programs, whereas at other college it is in developmental offerings, including many ESL courses. Pierce has almost as great a proportion of WSCH in courses transferable to both UC and CSU. The college percentages of CSU only WSCH are within two points of 20%, except for Trade-Tech's 11%.

TABLE 19

WEEKLY STUDENT CONTACT HOURS BY COURSE TRANSFER STATUS AND COLLEGE, FALL 1980 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Transferable to UC and CSU											
1980	59.0	61.9	57.7	61.0	66.8	54.0	20.6	67.3	55.6	55.7	701,658
1985	50.8	58.4	54.9	51.5	64.4	47.0	18.9	63.1	44.2	50.7	412,294
1986	54.2	59.7	55.8	59.0	66.8	43.7	19.7	63.6	45.1	52.7	524,715
1987	54.2	58.7	57.9	55.5	66.1	40.9	19.0	64.0	50.2	52.9	523,454
1988	52.4	59.6	56.3	51.8	66.1	38.1	20.0	63.5	51.9	52.5	522,698
1989	48.3	57.2	55.1	44.1	64.6	36.4	21.0	61.1	49.2	50.3	527,095
Percent Transferable to CSU Only											
1980	24.1	22.8	25.5	25.2	22.7	26.0	13.6	23.8	19.5	22.0	277,041
1985	24.9	24.3	24.8	25.5	22.6	25.3	11.8	25.3	18.3	21.9	177,986
1986	21.9	20.7	25.2	17.0	20.0	28.5	11.4	23.6	20.7	20.4	202,742
1987	21.4	20.7	24.0	17.8	20.6	26.5	10.9	22.8	22.4	20.2	200,209
1988	19.3	16.0	20.3	18.6	18.2	22.0	10.9	20.4	23.1	18.1	180,097
1989	19.3	18.9	21.9	19.3	18.5	20.7	10.6	23.1	22.3	19.0	198,686
Percent Non-Transferable											
1980	16.9	15.3	16.8	13.8	10.5	20.0	65.8	9.0	25.0	22.3	281,071
1985	24.3	17.3	20.3	23.0	13.0	27.7	69.3	11.6	37.5	27.4	223,196
1986	23.8	19.6	19.0	24.0	13.2	27.8	68.9	12.8	34.2	27.0	268,531
1987	24.4	20.6	18.1	26.7	13.3	32.6	70.1	13.2	27.4	26.8	265,542
1988	28.3	24.5	23.4	29.6	15.7	39.9	69.1	16.1	25.0	29.4	292,999
1989	32.5	23.8	23.0	36.6	16.9	42.9	68.5	15.8	28.6	30.8	322,533
Total WSCH											
1980	204,548	153,478	109,189	20,004	216,785	66,878	201,467	192,608	94,814	100.0	1,259,771
1985	133,906	102,849	69,731	19,978	150,280	26,527	135,582	124,326	50,297	100.0	813,476
1986	155,112	123,754	84,626	36,295	179,523	36,687	151,166	157,864	70,960	100.0	995,988
1987	149,265	126,196	85,705	35,724	179,203	40,559	144,090	159,222	69,239	100.0	989,204
1988	148,910	131,384	82,019	35,985	177,809	47,651	142,594	157,045	72,396	100.0	995,795
1989	166,829	140,273	83,046	42,396	177,580	49,456	147,705	163,669	77,360	100.0	1,048,314

Source: Course Activity Measures Data Tapes, Fall 1980 through Fall 1989, Data Processing Branch, Business Services Division. Proportions for 1980 should be regarded with caution due to the larger numbers of courses that could not be coded by course classification.

FIGURE 19.1: DISTRICT WSCH BY COURSE TRANSFER STATUS, FALL 1980 AND FALL 1990

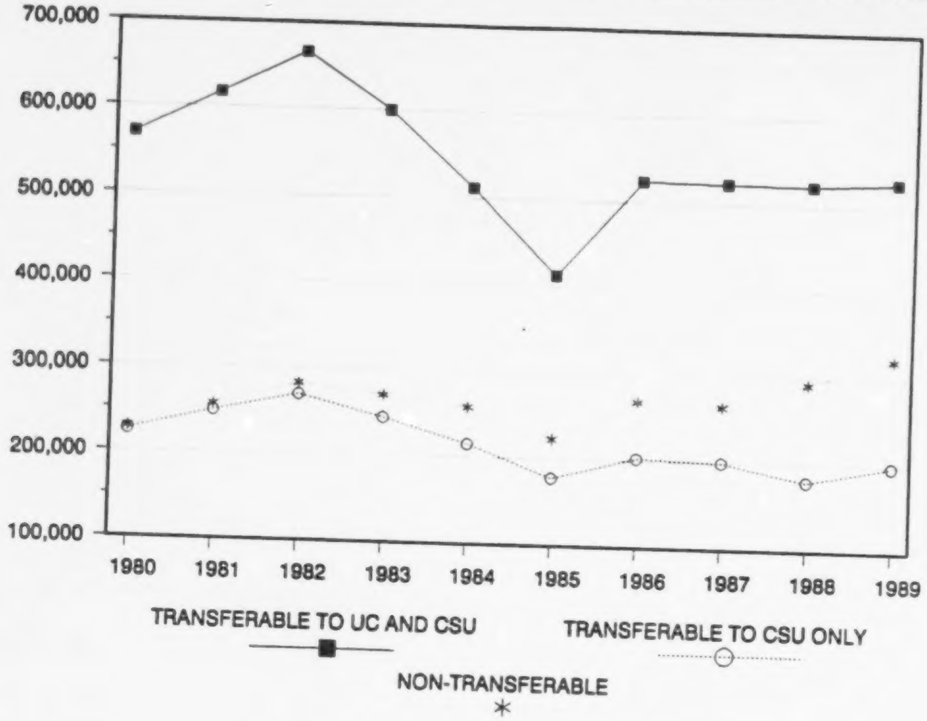


FIGURE 19.2: WSCH BY COURSE TRANSFER STATUS AT CITY, EAST, TRADE-TECH AND DISTRICT, FALL 1980 AND FALL 1989

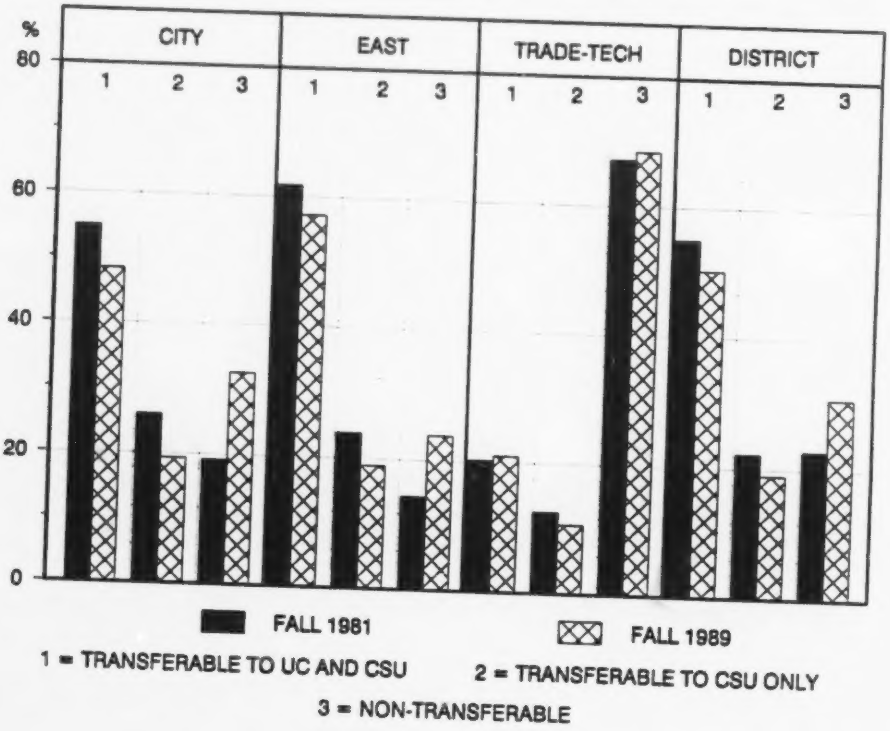


FIGURE 19.3: WSCH BY COURSE TRANSFER STATUS AT VALLEY, MISSION, PIERCE AND DISTRICT, FALL 1980 AND FALL 1989

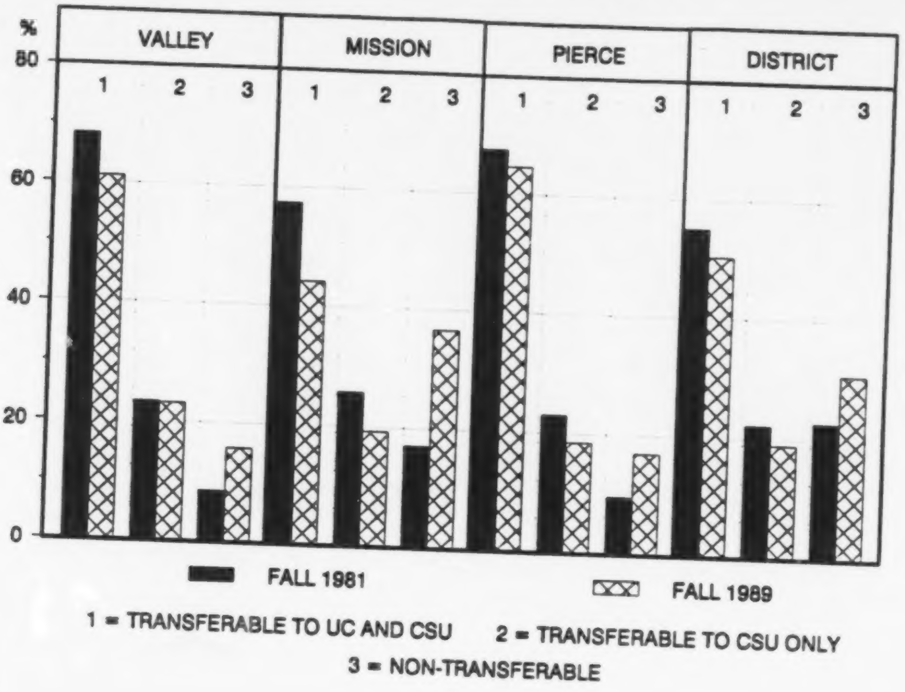
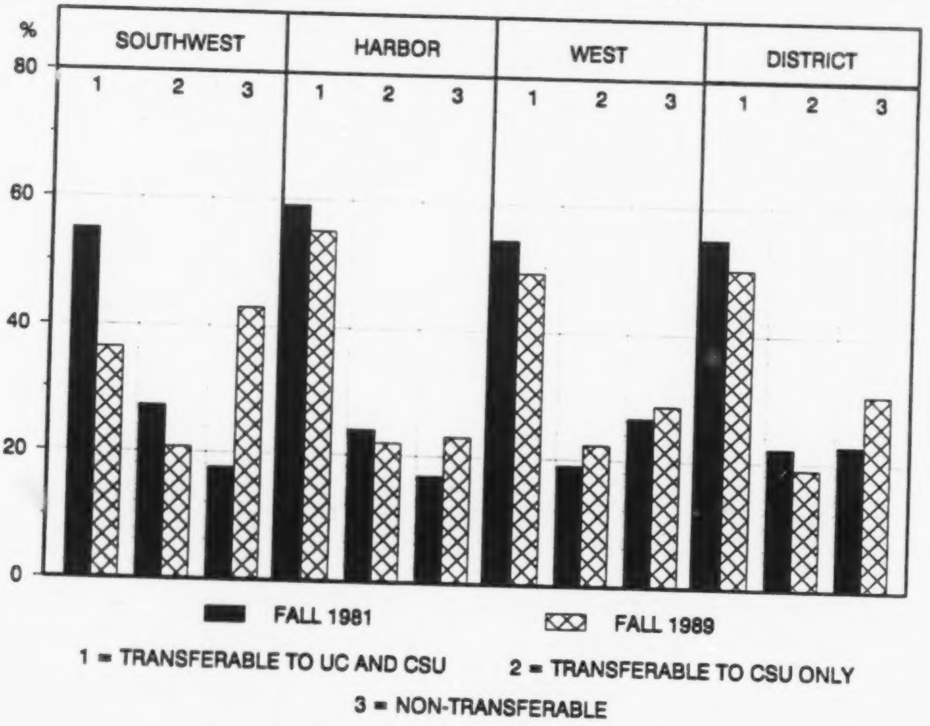


FIGURE 19.4: WSCH BY COURSE TRANSFER STATUS AT SOUTHWEST, HARBOR, WEST AND DISTRICT, FALL 1980 AND FALL 1989



SUMMER SESSION WSCH AND ENROLLMENT

Because the summer session is only six weeks long, most of its classes require three times more weekly time than is needed during the fall and spring semesters. Summer session WSCH is consequently greater, but its literal display can be misleading in comparing summer productivity to other semesters. The figures listed in Table 20 and its graphs have been adjusted to display the equivalent of regular semester WSCH.

Over the past thirteen years, summer session WSCH and enrollment have declined to little more than half their 1975 level. Although there has been sharp growth in some years, uncertainty of funding has prevented any sustained recovery. In 1978, following passage of Proposition 13, no summer session was offered at all. In general, fluctuations in the size of enrollment and WSCH represent differences in the number of classes offered. Class size is typically above average in summer, in part because lecture classes predominate, but also because demand for classes exceeds supply.

Summer Session enrollment and WSCH grew districtwide in 1989, though not at as high a rate as the previous year, when it recovered from an enrollment slump caused by funding cutbacks. WSCH was up at all colleges except Southwest and Trade-Tech, which alsolost enrollment; enrollment was down at Mission while WSCH rose slightly. As in most years, Pierce and City had the biggest programs and Mission and Southwest the smallest. Among the medium sized colleges, Harbor surpassed West in both WSCH and enrollment. But West's Summer WSCH rose by almost 20%, by far the highest such increase of any college.

TABLE 20

SUMMER SESSION WEEKLY STUDENT CONTACT HOURS AND ENROLLMENT

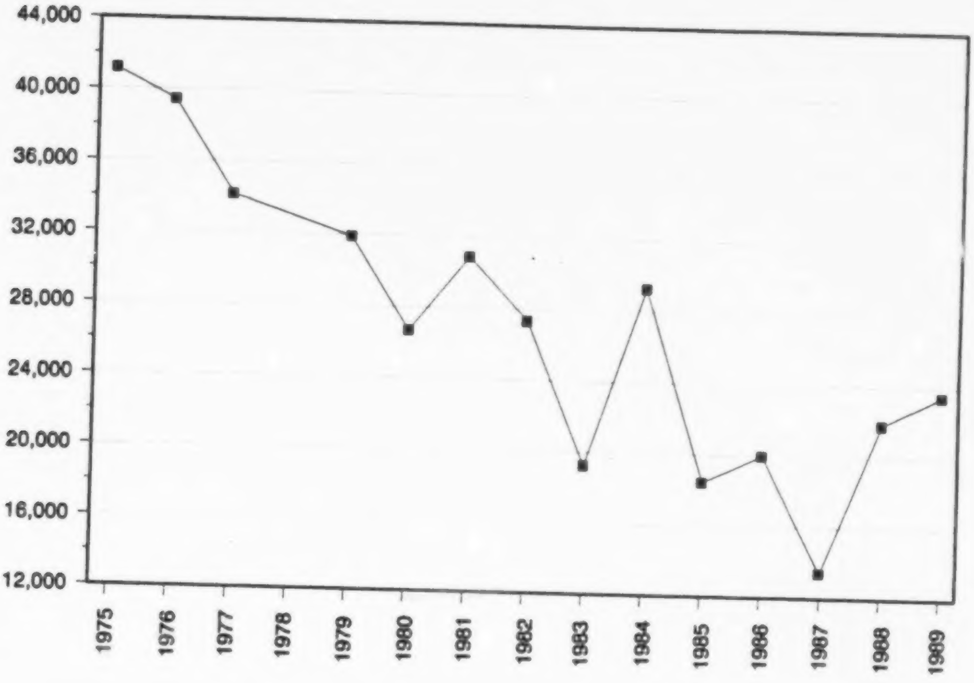
1975 - 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
WSCH (Semester Equivalents)										
1975	30,919	29,605	17,412	1,985	25,221	10,214	32,240	29,838	8,615	186,049
1976	33,412	30,271	16,226	2,495	23,416	9,725	28,878	28,060	9,042	181,525
1977	23,283	17,815	14,649	2,378	23,377	6,058	23,640	26,186	8,328	145,714
1979	20,744	18,357	15,489	2,603	21,499	9,046	18,887	23,359	9,548	139,532
1980	16,313	17,350	12,612	2,559	17,274	7,393	14,004	16,563	10,250	114,318
1981	24,274	22,482	14,261	3,293	18,885	7,762	14,981	17,388	9,949	133,275
1982	19,339	17,740	13,001	3,810	16,004	5,891	13,223	14,542	10,119	113,669
1983	12,648	16,356	8,222	2,061	8,182	4,782	8,851	9,020	6,452	76,574
1984	21,744	18,070	12,123	2,805	16,650	7,581	16,058	15,241	9,572	119,844
1985	10,876	9,989	8,696	1,555	11,445	3,019	9,381	10,203	5,179	70,343
1986	13,340	10,695	8,595	1,738	14,288	3,724	10,761	11,410	5,961	80,512
1987	8,169	6,284	5,131	2,999	7,713	2,999	6,850	7,555	2,975	50,664
1988	15,309	10,962	8,566	2,484	15,077	4,855	7,655	13,433	5,720	84,061
1989	17,054	12,413	9,015	2,603	17,244	3,938	7,430	14,974	6,853	91,524
Unduplicated Enrollment										
1975	6,847	6,164	3,756	498	5,961	1,864	6,557	7,300	2,208	41,155
1976	7,039	6,428	3,325	618	5,626	1,975	5,444	6,718	2,277	39,450
1977	5,200	4,351	3,313	654	5,689	1,388	5,135	6,278	2,159	34,167
1979	4,744	4,313	3,444	677	5,243	1,991	3,420	5,758	2,328	31,918
1980	3,854	3,927	2,950	717	4,549	1,673	2,389	4,184	2,450	26,693
1981	5,527	5,160	3,088	894	4,930	1,753	2,744	4,442	2,356	30,894
1982	4,563	4,320	3,100	930	4,258	1,373	2,465	3,771	2556	27,336
1983	3,392	3,334	2,151	574	2,441	1,241	2,003	2,372	1,760	19,268
1984	5,348	4,448	3,042	757	4,257	1,876	3,269	3,851	2,448	29,296
1985	3,338	2,579	2,159	430	3,062	773	2,022	2,690	1,418	18,471
1986	3,361	2,755	2,112	528	3,438	958	2,286	3,053	1,521	20,012
1987	2,102	1,614	1,311	862	2,218	778	1,666	2,026	827	13,404
1988	3,940	2,847	2,123	892	3,993	1,133	1,824	3,456	1,618	21,826
1989	4,287	3,174	2,297	811	4,511	983	1,772	3,837	1,819	23,491

Source: Course Activity Measures Tape, Data Processing Branch, Business Services Division, 1975 through 1989. Board of Trustees Informatives, Office of Attendance Accounting, Educational Services Division.

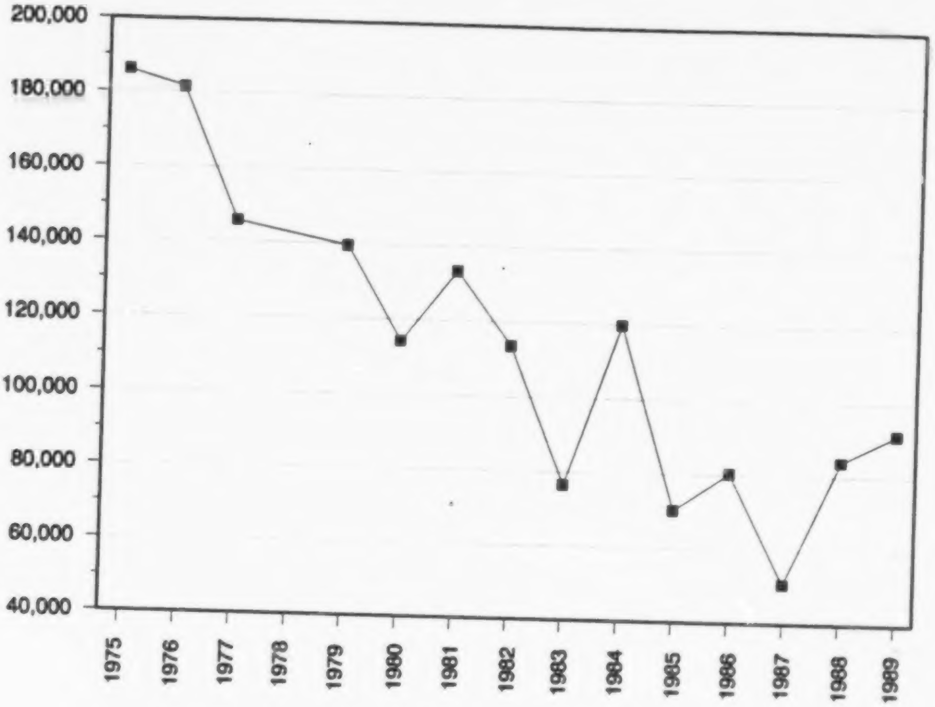
Note: Converted to semester equivalent to allow for the six-week length of the summer session, and consequent greater WSCH. No summer session was offered in 1978.

FIGURE 20.1: DISTRICTWIDE SUMMER SESSION ENROLLMENT, 1975 - 1989



NOTE: No Summer Session was offered in 1978.

FIGURE 20.2: DISTRICTWIDE SUMMER SESSION WSCH, 1975 - 1989



NOTE: No Summer Session was offered in 1978.

PACE AND ESL WSCH

The Project for Adult College Education (PACE) was developed in Michigan community colleges to better enable adults working full-time to earn a college degree in the shortest possible time. The Program calls for students to earn 60 units of general education credit in five semesters of 12 units each, attending evening classes and weekend conferences, and viewing instructional television tapes two hours a week. The transfer courses offered fulfill lower-level general education requirements for the upper-division components of the PACE program offered by participating CSU institutions. The four courses given each semester are selected to make up a theme, such as Culture and Identity or Changing Life on Earth, and are team-taught by specially hired instructors.

Since its inception at Harbor in 1983, the PACE program has attracted many new students, and has provided dramatic enrollment and WSCH increases in the transfer disciplines included in its curricula. After tripling its enrollment at Harbor within two years, PACE began at East, Mission, Pierce, Southwest and West in Fall 1986. Trade-Tech joined the program in Fall 1989; to date, City and Valley have not chosen to participate. PACE enrollment peaked in Fall 1987, possibly due to pent-up demand, and has since leveled off. The greatest semester enrollment at any college was at Mission during the peak year. Mission's program has had the largest fall semester enrollment for the last three years. Among disciplines, humanities has benefited most consistently from PACE; it has been included every semester at most colleges. English and History respectively are the next most offered subjects. The biggest districtwide semester WSCH has been in mathematics, in Fall 1987.

TABLE 21.1

PACE WEEKLY STUDENT CONTACT HOURS BY COLLEGE AND DISCIPLINE

FALL 1983 - FALL 1989

Year and Discipline	East	Harbor	Mission	Pierce	South-west	Trade-Tech	West	District
FALL 1983								
Art		492						492
Theater		471						471
Psychology		492						492
Humanities		471						471
Total		1,926						1,926
FALL 1984								
English		732						732
History		735						735
Sociology		708						708
Humanities		744						744
Total		2,919						2,919
FALL 1985								
Health		1,545						1,545
Philosophy		1,575						1,575
Environmental Sci.		1,575						1,575
Humanities		1,563						1,563
Total		6,258						6,258
FALL 1986								
Health			747					
English	789	1,575		1,413			1,119	4,896
Philosophy			750					750
Environmental Sci.			750					750
Psychology					747			747
Economics		1,824		1,356			1,119	4,299
History	786	1,800		1,362	798		1,128	5,874
Sociology	786				789			1,575
Humanities	786	1,806	750	1,431	792		1,104	6,669
Total	3,147	7,005	2,997	5,562	3,126		4,470	26,307
FALL 1987								
Speech							1,266	1,266
Philosophy	1,077	1,455		1,056	795			4,383
Mathematics	975	1,419	1,767	1,047	1,185		1,245	7,638
Physical Science	1,098	2,376		1,757	1,231			6,462
Physics			3,477					3,477
Anthropology			1,758					1,758
Geography							1,230	1,230
Humanities	1,065	982	1,788	1,047			1,200	6,082
Total	4,215	6,232	8,790	4,907	3,211		4,941	32,296

Continued on Next Page

TABLE 21.1 (CONT.)

Year and Discipline	East	Harbor	Mission	Pierce	South-west	Trade-Tech	West	District
FALL 1988								
Physical Education				1062				1062
Music	1,047		1,749		807			3,603
Theater	1,047	828			735		1,218	3,828
English		576			765			1,341
Speech	1,041	831	1,719	1,089			1,251	5,931
Psychology		807	1,602	987			1,122	4,518
History		564						564
Political Science	1,029	843	1,710	1,074	816		1,227	6,699
Sociology		510						510
Humanities		543						543
Total	4,164	5,502	6,780	4,212	3,123		4,818	28,599
FALL 1989								
Health		888						888
English		558		978	75		870	2,481
Philosophy		702	1,623					2,325
Mathematics		429	1,554					1,983
Physical Science			1,605					1,605
Environmental Sci.		708				534		1,242
Geology						1,032		1,032
Psychology	888							888
Chicano Studies	921				648			1,569
Anthropology		66		1,059	657			1,782
Economics				1,059	654			1,713
History		579		1,047			1,038	2,664
Geography		561						561
Sociology	900					513	984	2,397
Humanities	894	681	1,614				945	4,134
Total	3,603	5,172	6,396	4,143	2,034	2,079	3,837	27,264

Source: Office of Research, Planning and Analysis

TABLE 21.2

ESL WEEKLY STUDENT CONTACT HOURS BY COLLEGE AND DISCIPLINE

FALL 1981 - FALL 1989

Year and Discipline	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
FALL 1985										
Developml. Comm.	4,571	102		938		456				5,611
English	5,456	3,416	414	582	854	44	1,280	2,438	465	14,949
Learning Skills	31									31
Speech	2,016	687	177	75	96	183	150	231	84	3,516
TOTAL	**12,074**	**4,205**	**591**	**1,595**	**950**	**44**	**1,430**	**2,669**	**549**	**24,107**
FALL 1986										
Developml. Comm.	4,957	216		1,596		456	2,003			7,225
English	5,931	3,763	344	1,291	1,120	125	1,913	3,167	920	18,574
Learning Skills	4									4
Speech	2,211	636	216	132		183	90	414	33	3,915
Subtot. Credit ESL	13,103	4,615	560	3,019	1,120	764	2,003	3,581	953	29,718
Noncredit ESL	84									84
TOTAL	13,187	4,615	560	3,019	1,120	764	2,003	3,581	953	29,802
FALL 1987										
Developml. Comm.	4,683	360	39	2,022		1,318				8,422
English	5,666	3,884	984	981	1,093	133	1,900	3,254	1,160	19,055
Speech	2,229	690	138	168	135	678	222	1,197	84	5,541
Subtot. Credit ESL	12,578	4,934	1,161	3,171	1,228	2,129	2,122	4,451	1,244	33,018
Noncredit ESL	495	402	400	1,767		4,838				895
TOTAL	**13,073**	**4,934**	**1,561**	**3,171**	**1,228**	**2,129**	**2,122**	**4,451**	**1,244**	**33,913**
FALL 1988										
Developml. Comm.	5,583	402	78	1,767		4,838	3,765			12,668
English	5,428	2,856	1,086	1,185	1,073	513		3,496	1,654	17,291
Learning Skills	214									
ESL	2,823	522	192	378	219	2,868	3,765	1,293	246	3,765
Psychology	13,834	180	1,356	3,330	1,292	8,219	3,765	4,789	1,900	180
Speech	2,823	522	192	378	219	2,868	138	1,293	246	8,679
Subtot. Credit ESL	14,048	3,960	1,356	3,330	1,292	8,219	3,903	4,789	1,900	42,797
Noncredit ESL	9,225	3,960	795	3,330	1,292	8,219	2,013	4,789	1,900	12,033
TOTAL	**23,273**	**3,960**	**2,151**	**3,330**	**1,292**	**8,219**	**5,916**	**4,789**	**1,900**	**54,830**
FALL 1989										
Developml. Comm.	9,326	768	273		1,483			3,658	1,691	10,367
English	7,252	3,986	1,172		1,483			3,658	1,691	19,242
ESL				9,510		12,300	2,187		516	24,513
Psychology		537								537
Speech	2,937	699	189	129	330		87	1,434	207	6,012
Subtot. Credit ESL	19,515	5,990	1,634	9,639	1,813	12,300	2,274	5,092	2,414	60,671
Noncredit ESL	7,114	5,990	1,634	4,439	1,072	585	6,642	324	351	20,527
TOTAL	**26,629**	**5,990**	**1,634**	**14,078**	**2,885**	**12,885**	**8,916**	**5,416**	**2,765**	**81,198**

Source: Office of Research, Planning and Analysis

BEST COPY AVAILABLE

TABLE 21.3

UNDUPLICATED ESL ENROLLMENT BY COLLEGE AND CREDIT STATUS

FALL 1985 - FALL 1989

Year and Status*	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
FALL 1985										
Credit	2,011	785	130	328	211	10	287	556	111	4,429
Total*	2,011	785	130	328	211	10	287	556	111	4,429
FALL 1986										
Credit	2,101	866	129	491	233	158	400	750	162	5,290
NonCredit	13									13
Total	2,114	866	129	491	233	158	400	750	162	5,303
FALL 1987										
Credit	2,071	941	224	564	269	314	426	790	192	5,791
NonCredit	84		76							160
Total	2,155	941	300	564	269	314	426	790	192	5,951
FALL 1988										
Credit	2,233	772	264	586	281	1,081	432	841	273	6,763
NonCredit	596		157				263			1,016
Total	2,829	772	421	586	281	1,081	695	841	273	7,779
FALL 1989										
Credit	2,871	1,149	334	882	398	1,054	265	941	339	8,233
NonCredit	1,219			501	66	89	601	75	61	2,612
Total	4,090	1,149	334	1,383	464	1,143	866	1,016	400	10,845

Source: Office of Research, Planning and Analysis

*Students enrolled in both credit and noncredit classes are counted as credit students only. There were no noncredit ESL offerings in Fall 1985.

FIGURE 21.1: DISTRICT PACE WSCH, FALL 1983 - FALL 1989

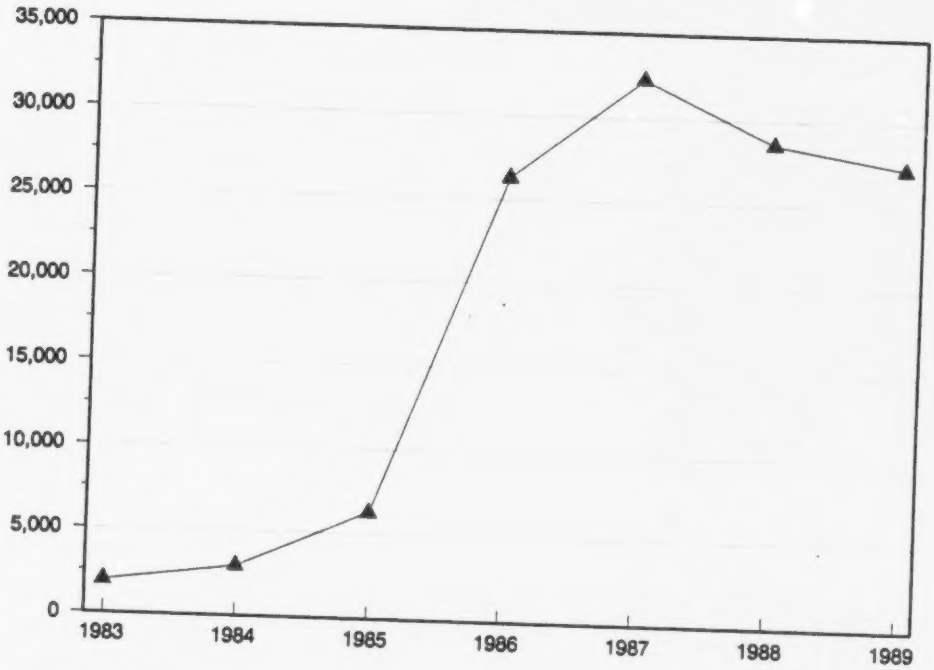
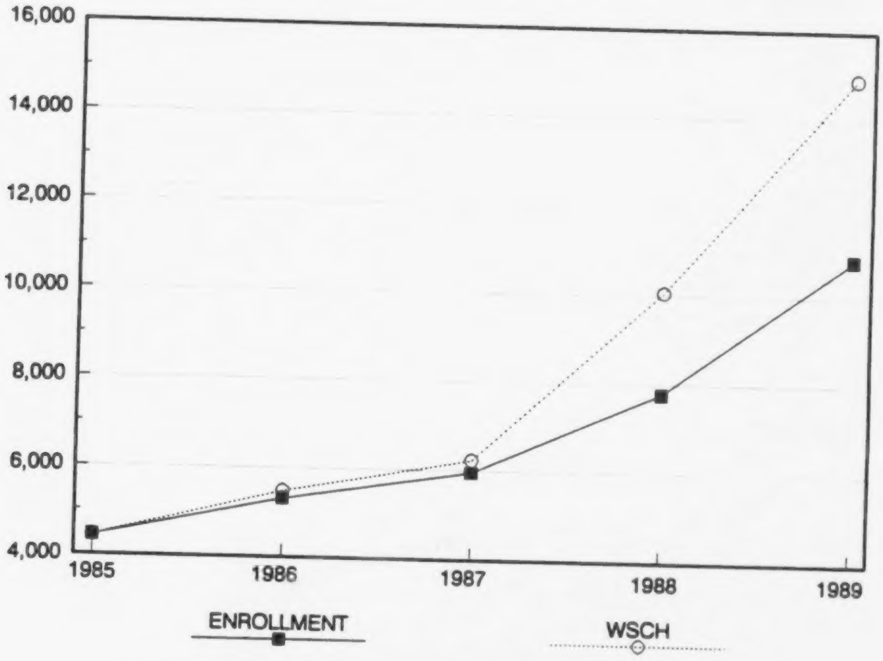


FIGURE 21.2: DISTRICT ESL ENROLLMENT AND WSCH, FALL 1985 - FALL 1989



NOTE: WSCH normed to 1985 enrollment, for comparison of trends.

DISTRICT ITV ENROLLMENT AND WSCH

Instructional Television (ITV) offerings are broadcast usually in the early morning hours, to accomodate the needs of a clientele that is almost three-quarters female and working, and over half older than 30. Nearly 40% are also enrolled in regular college classes. Patterns of enrollment and WSCH often do not match those of campus-based programs. Spring semesters have usually had larger enrollments than fall. WSCH in Summer 1986 was bigger than in the following two semesters, but in the following year there were no summer offerings. When classes resumed this summer (1988), they again surpassed fall and spring enrollments within the same academic year. Historically, ITV enrollment was highest in the late seventies, several years earlier than the colleges' enrollment peak in 1981. Since 1978, the trend has been downward; in both Fall 1989 and Spring 1990 both WSCH and enrollment declined. The Spring loss in both was 24%, following two years of increases. But Summer 1989 enrollment rose 44% while WSCH was up 54%.

TABLE 22

DISTRICT INSTRUCTIONAL TELEVISION (ITV) ENROLLMENT AND WSCH

1971-72 THROUGH 1989-90

	-------Summer------		--------Fall--------		---------Spring-----	
	Enrollment	WSCH	Enrollment	WSCH	Enrollment	WSCH
1971-72			1,564	11,394	2,321	8,874
1972-73	929	2,787	1,941	7,839	2,051	8,778
1973-74	1,780	5,068	1,506	5,685	803	2,731
1974-75	1,115	6,817	1,177	4,452	2,910	10,128
1975-76	1,620	7,101	2,559	11,655	1,493	4,907
1976-77	478	1,854	2,989	10,886	2,253	10,163
1977-78	2,284	8,505	1,539	6,101	2,685	10,217
1978-79	0	0	1,798	7,309	1,446	5,608
1979-80	1,391	5,658	1,706	6,831	2,606	11,829
1980-81	0	0	2,147	7,133	1,563	6,777
1981-82	1,424	9,358	1,635	6,293	1,217	4,822
1982-83	352	3,178	907	4,000	1,510	6,684
1983-84	731	6,688	1,031	4,125	1,352	4,912
1984-85	687	2,787	1,013	3,500	1,362	5,334
1985-86	688	2,670	1,247	4,872	1,372	5,535
1986-87	545	5,816	803	3,126	880	3,735
1987-88	0	0	703	2,688	777	3,168
1988-89	399	3,904	678	2,616	885	3,564
1989-90	575	6,016	652	2,550	677	2,715

Source: Enrollment and Attendance Reports, 1968-1978, Office of Educational Research and Analysis, Division of Educational Planning and Development; and Board of Trustees Informatives, Office of Attendance Accounting, Educational Services Division, 1979 - 1990.

FIGURE 22.1: DISTRICT ITV ENROLLMENT, 1971-72 THROUGH 1989-90

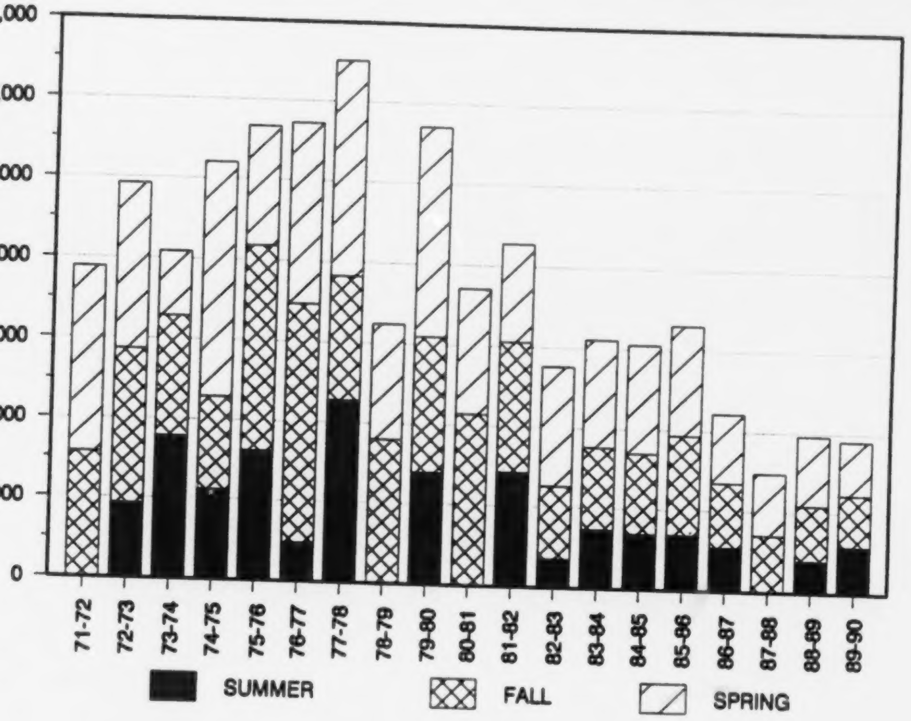
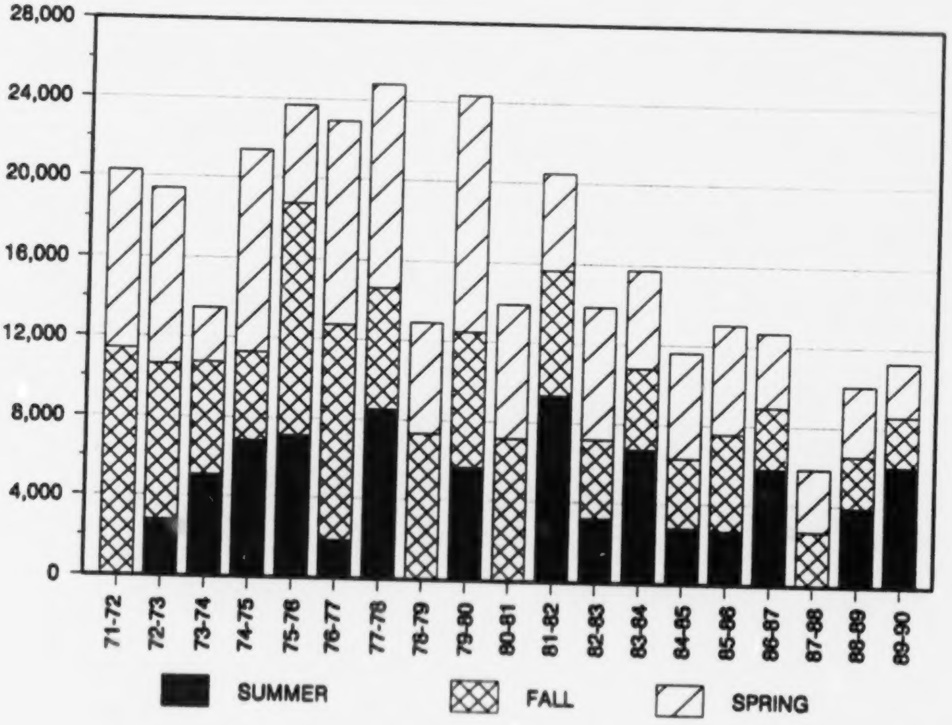


FIGURE 22.2: DISTRICT ITV WSCH, 1971-72 THROUGH 1989-90



COMMUNITY SERVICES ENROLLMENT

Enrollment in community service classes peaked in the early eighties. Its subsequent decline has coincided with the statewide requirement that recreational and avocational classes be self supporting. Many small, marginal classes have been eliminated, and programs have been concentrated on campuses that can better serve as local community centers, using their more extensive classroom facilities. Thus programs have faded at smaller colleges like Mission, Southwest and West, and at Trade-Tech, which is not adjacent to a residential neighborhood.

This year Valley College nearly doubled its community services enrollment, with greater inclusion of continuing education and developmental offerings, including ESL classes administered under community services. Valley has displaced Pierce from the first rank, with almost a third of community services enrollment. But Pierce is strongest in more "traditional" avocational and recreational offerings. City's once strong program continued to decline. Mission has reinstated a full program, but plans to revive community services at West have not been fully implemented.

TABLE 23

DUPLICATED ENROLLMENT IN COMMUNITY SERVICES BY COLLEGE

1978-79 THROUGH 1989-90

	City	East	Harbor	Mission(1)	Pierce	South west(2)	Trade Tech(2)	Valley	West(3)	District
Number Enrolled										
1978-79	19,573	5,670	5,001	689	7,677	1,675	954	9,732	2,736	53,707
1979-80	17,823	5,488	3,483	1,215	10,082	3,232	564	9,149	2,855	53,891
1980-81	26,199	6,362	10,888	1,653	18,304	7,219	577	9,469	6,982	87,653
1981-82	17,210	8,000	10,336	494	18,300	7,446	442	12,534	2,928	77,690
1982-83	25,410	11,249	11,465	2,464	22,164	4,575	861	16,250	6,915	101,353
1983-84	27,409	12,773	9,978	2,337	24,497	3,625	1,304	17,875	5,875	105,673
1984-85	37,714	13,350	8,513	897	22,272	3,600	3,255	25,670	4,526	119,797
1985-86	21,589	11,354	8,974	542	22,867	2,594	2,194	15,761	5,284	91,159
1986-87	18,209	11,487	9,355	1,037	24,796	0	0	12,696	840	78,420
1987-88	16,856	13,926	12,210	1,343	24,399	0	0	12,247	732	81,713
1988-89	13,109	11,710	10,452	1,176	22,036	0	0	15,159	640	74,282
1989-90	11,659	11,964	12,595	2,133	23,232	0	0	27,221	932	89,736
Percent of District Enrollment										
1978-79	36.4	10.6	9.3	1.3	14.3	3.1	1.8	18.1	5.1	100.0
1979-80	33.1	10.2	6.5	2.3	18.7	6.0	1.0	17.0	5.3	100.0
1980-81	29.9	7.3	12.4	1.9	20.9	8.2	0.7	10.8	8.0	100.0
1981-82	22.2	10.3	13.3	0.6	23.6	9.6	0.6	16.1	3.8	100.0
1982-83	25.1	11.1	11.3	2.4	21.9	4.5	0.8	16.0	6.8	100.0
1983-84	25.9	12.1	9.4	2.2	23.2	3.4	1.2	16.9	5.6	100.0
1984-85	31.5	11.1	7.1	0.7	18.6	3.0	2.7	21.4	3.8	100.0
1985-86	23.7	12.5	9.8	0.6	25.1	2.8	2.4	17.3	5.8	100.0
1986-87	23.2	14.6	11.9	1.3	31.6	0.0	0.0	16.2	1.1	100.0
1987-88	20.6	17.0	14.9	1.6	29.9	0.0	0.0	15.0	0.9	100.0
1988-89	17.6	15.8	14.1	1.6	29.7	0.0	0.0	20.4	0.9	100.0
1989-90	13.0	13.3	14.0	2.4	25.9	0.0	0.0	30.3	1.0	100.0

Source: Community Service Program Directors.

Notes:

1. From 1986-87 through 1988-89, Mission offered traffic school only. A full program was reinstated in Fall 1989.
2. From 1986-87, community services programs were absorbed by City.
3. From Spring 1987, mostly contract classes.

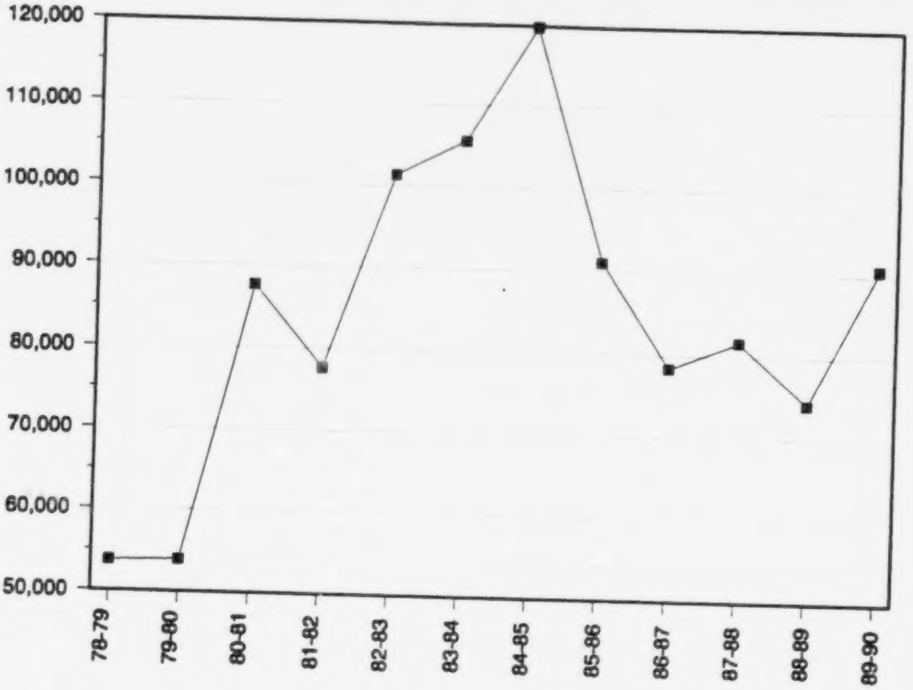


FIGURE 23.1: DISTRICT DUPLICATED ENROLLMENT IN COMMUNITY SERVICES
1978-79 THROUGH 1989-90

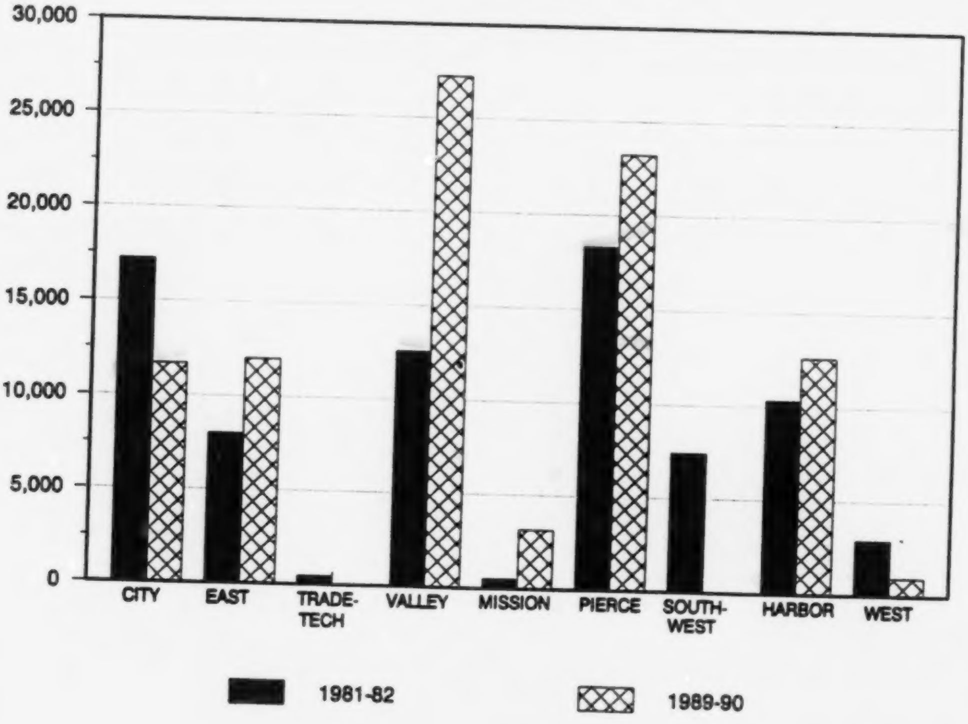


FIGURE 23.2: DISTRICT DUPLICATED ENROLLMENT IN COMMUNITY SERVICES BY COLLEGE
1981-82 AND 1989-90

TABLES AND FIGURES

Student Performance
and Articulation

DAY AND EVENING RETENTION RATES

This table and figures cover retention of students enrolled in semester length classes. The rate is the percentage of students enrolled on first census day that still attend in the last week of the semester. Short-term modular classes cannot be included, but open entry-exit classes are, if they have begun by first census. These classes often have larger enrollments at the end of the semester than at the beginning, thus boosting the college's retention rates.

The issue of retention in community college classes has become a statewide concern, and data systems are being developed to analyze and evaluate factors which are assumed to affect retention both within and between semesters. These factors include counseling, assessment, placement, curricular design, and quality of instruction, among others. It may be some years before analysis of data can produce some conclusive explanations of student success or failure.

As the time-series line chart shows, districtwide retention rates have tended to increase since the late seventies, and day rates have run slightly ahead of evening. Certain policy decisions may have helped bring about the rise of retention rates in the early eighties. In Fall 1982, funding was withdrawn from avocational/recreational courses; this particularly affected evening enrollment. The following year, fees for early course withdrawl were imposed. In Fall 1984 these fees were eliminated, but the enrollment fee was introduced. These changes discouraged casual attendance, and favored the more serious, committed student. Slight declines in recent years reflect adjustments in programs and enrollment that have brought rates down almost to Fall 1981 levels. The increase in rates since Fall 1987 may be a early result of matriculation initiatives.

This year's best overall retention rate occurred at Southwest, whose 87% daytime retention rate was eight percentage points ahead of second place Mission, who led slightly in evening retention. These two colleges have both enjoyed retention rates well above the district average in most years, perhaps due to their high proportion of older, working students. Southwests's daytime rate increased nine points from Fall 1988. At no college were declines anywhere nearly as great as this increase. Harbor's two-point loss in evening retention was the most severe. Most other colleges were within two points of the district average of 75%.

TABLE 24

FIRST CENSUS TO END-OF-SEMESTER DAY AND EVENING RETENTION RATES BY COLLEGE

FALL 1978 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Day Classes										
1978	61.3	61.0	67.0	72.6	72.9	66.2	69.7	73.0	68.8	67.7
1979	61.5	65.4	67.2	71.4	74.4	65.2	70.1	47.9	70.7	69.3
1980	66.8	65.5	69.1	67.8	74.5	63.9	68.9	69.3	67.6	68.9
1981	70.5	71.6	78.8	78.8	76.7	67.5	73.1	75.1	74.1	73.5
1982	72.4	70.9	71.9	79.2	76.0	73.3	78.0	75.2	69.7	73.6
1983	77.4	77.0	76.2	81.3	78.2	74.4	82.7	75.8	75.5	77.4
1984	78.3	79.5	77.5	88.7	78.1	78.1	79.7	76.4	76.5	78.3
1985	77.4	78.1	76.8	85.7	77.7	79.6	79.3	75.3	75.8	77.5
1986	76.7	79.3	74.6	79.0	77.5	75.7	77.0	73.6	72.6	76.3
1987	74.8	78.2	72.3	79.6	74.3	71.6	75.6	72.8	72.2	74.5
1988	75.5	74.7	74.1	80.8	73.5	77.3	77.1	73.2	73.0	74.7
1989	75.5	76.1	72.5	78.5	75.6	86.5	75.2	73.9	73.8	75.4
Evening Classes										
1978	53.2	52.1	57.8	66.0	60.1	57.1	62.5	61.9	61.7	58.5
1979	53.3	55.9	57.4	60.4	59.9	56.6	63.3	62.4	59.6	58.8
1980	56.4	57.7	59.8	60.7	62.6	57.8	62.8	59.3	55.9	59.2
1981	66.1	65.6	70.1	75.3	69.6	67.4	66.3	66.1	62.7	67.0
1982	68.7	65.8	70.2	68.5	69.7	70.7	70.9	68.8	65.6	68.7
1983	76.2	72.8	73.7	71.7	72.7	72.8	76.8	71.3	73.5	73.6
1984	77.0	79.0	75.5	80.0	73.1	78.6	80.0	73.5	74.9	76.0
1985	76.3	74.5	76.0	79.7	74.3	83.7	76.8	73.9	74.5	75.6
1986	76.9	80.0	77.2	71.7	73.8	70.9	73.7	71.3	73.9	74.6
1987	74.1	76.8	73.4	74.8	72.8	67.0	75.4	70.4	72.2	73.1
1988	72.6	72.4	72.6	80.8	71.2	77.1	77.1	71.3	72.7	73.4
1989	72.3	75.3	70.5	77.2	73.5	76.5	74.3	70.3	72.0	73.1
All Classes										
1978	59.1	58.0	63.9	69.3	69.6	62.7	66.9	69.1	66.2	64.7
1979	58.8	62.6	63.9	66.1	70.1	61.6	67.5	70.4	66.1	65.7
1980	63.6	62.4	66.2	64.1	71.0	61.6	66.6	65.8	62.9	65.6
1981	69.2	69.6	76.2	81.3	74.7	67.5	70.6	71.8	69.3	71.3
1982	72.4	69.2	71.4	73.8	74.3	72.3	75.5	73.0	68.2	72.0
1983	77.1	75.0	75.5	76.4	76.7	73.8	80.8	74.2	74.7	76.2
1984	77.9	79.0	76.9	84.0	76.7	78.3	79.8	75.3	75.9	77.6
1985	77.1	77.0	76.5	82.0	76.8	81.2	78.5	74.8	75.3	76.9
1986	76.7	79.5	75.7	73.7	76.4	73.8	75.9	72.7	73.3	75.7
1987	74.6	77.7	72.8	76.2	73.8	69.5	75.6	71.9	72.2	74.0
1988	74.6	73.9	73.5	80.8	72.8	77.2	77.1	72.5	72.8	74.2
1989	74.5	75.7	71.7	77.6	74.9	82.2	74.9	72.5	73.0	74.6

Source: Grade Distribution Printout D5130 and Measures of Enrollment Printout D4790-002, Data Processing Branch, Business Services Division.

Note: Rates are defined as the percentages that end-of-semester enrollments are of first census enrollments at each of the colleges and districtwide.

FIGURE 24.1: DISTRICT DAY AND EVENING RETENTION RATES, FALL 1978 - FALL 1989

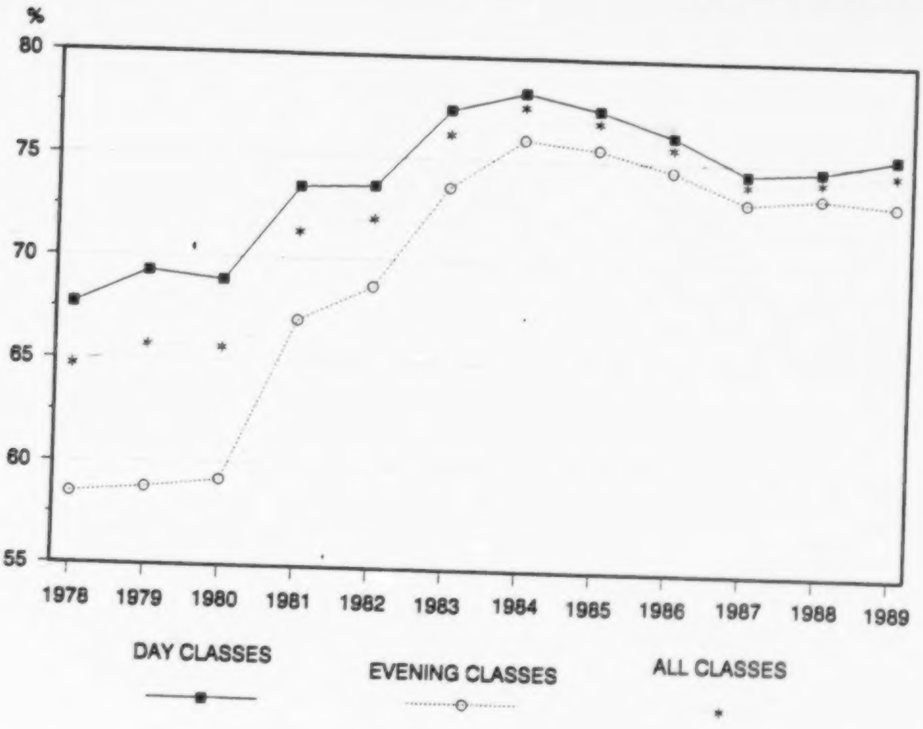


FIGURE 24.2: DAY AND EVENING RETENTION RATES AT CITY, EAST, TRADE-TECH AND DISTRICT, FALL 1978 AND FALL 1989

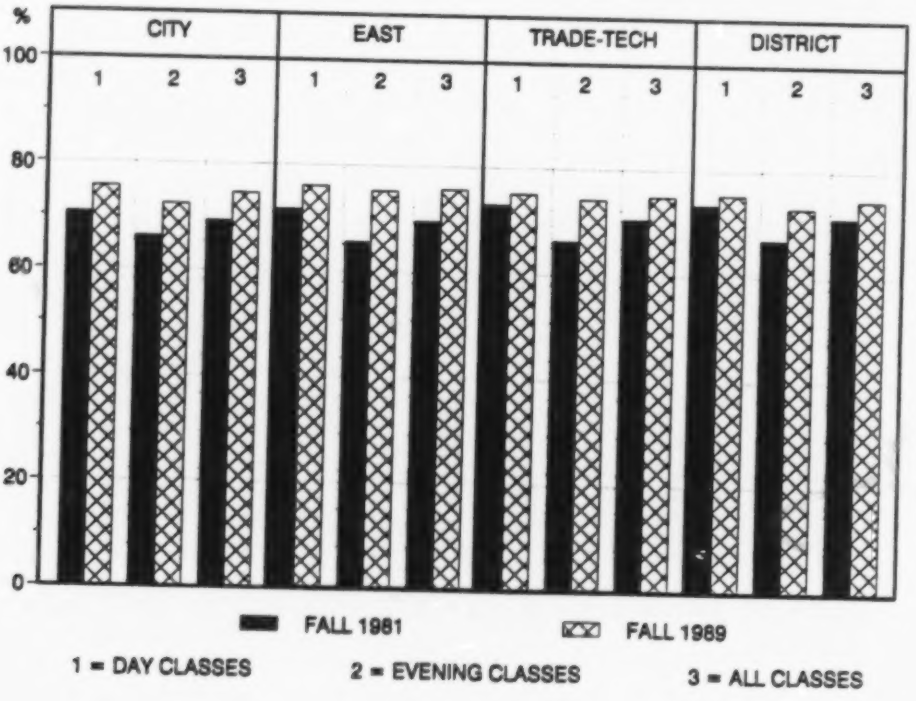


FIGURE 24.3: DAY AND EVENING RETENTION RATES AT VALLEY, MISSION, PIERCE AND DISTRICT, FALL 1978 AND FALL 1989

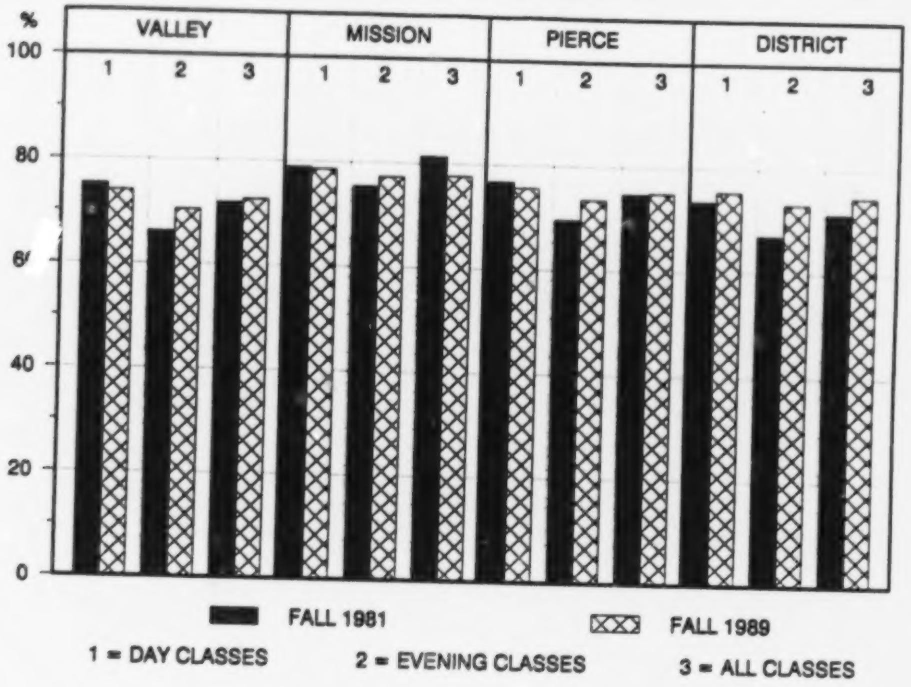
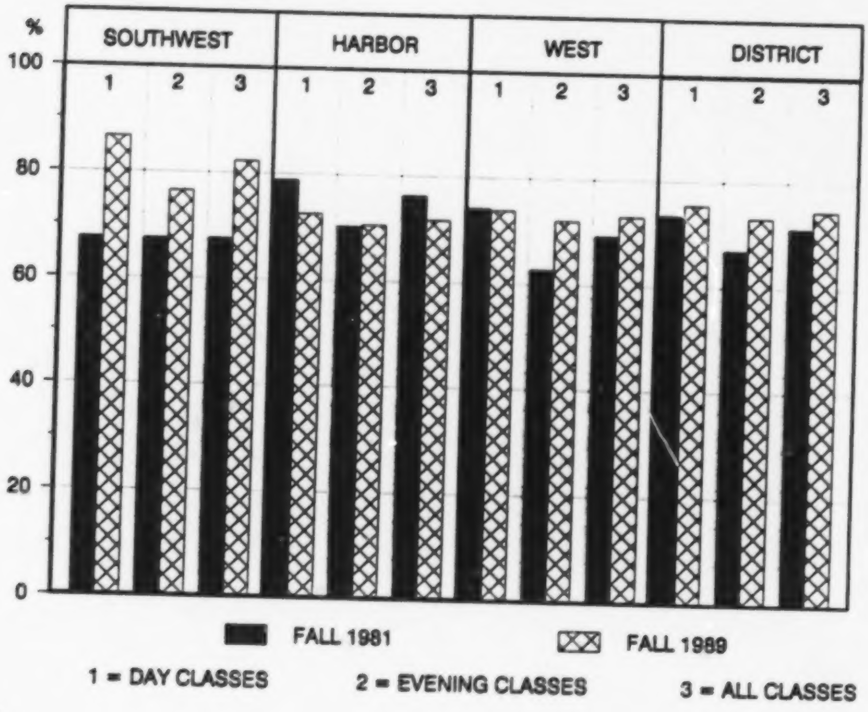


FIGURE 24.4: DAY AND EVENING RETENTION RATES AT SOUTHWEST, HARBOR, WEST AND DISTRICT, FALL 1978 AND FALL 1989



GRADE DISTRIBUTION

The most striking feature of grade distribution percentages is their uniformity across time, if not between colleges. Districtwide, the percentage of A, C and D grades has not varied as much as one percentage point year to year, although in Fall 1989 it stood a point and a half above 1981. Variation among Bs has varied no more than 1.6 points. This constancy has also prevailed at most colleges. A notable exception is Mission, where the percentage of A grades has fluctuated by as much as 6.3 points a year since 1981. Mission's A grade percentage is still the highest in the District, although it declined substantially from Fall 1988.

The "Other Grades" category includes the credit and no credit grades awarded in many non-credit developmental and basic skills offerings. The share of these grades is greatest at colleges like Mission and Southwest, which have proportionally larger non-credit enrollments than at Trade-Tech and Pierce, with the smallest "Other" percentages.

TABLE 25

GRADE DISTRIBUTION BY COLLEGE, FALL 1981 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent "A" Grades											
1981	17.4	19.6	20.0	24.3	20.9	12.6	17.5	20.9	19.4	19.1	69,307
1983	18.6	20.1	17.0	26.8	21.0	14.0	19.0	22.8	20.6	19.9	61,768
1984	19.1	20.3	19.9	26.9	21.5	14.8	19.0	23.1	21.5	20.6	55,297
1986	19.7	21.2	19.4	23.1	20.5	12.6	18.7	21.5	18.8	20.0	52,005
1987	19.3	20.9	20.2	23.7	20.6	12.4	19.5	21.2	19.0	20.0	51,618
1988	19.6	20.0	19.5	29.3	21.4	12.9	19.3	21.2	19.9	20.3	53,551
1989	20.1	20.8	18.7	22.9	21.3	13.4	19.5	22.4	21.2	20.5	56,190
Percent "B" Grades											
1981	18.5	19.7	19.4	16.6	21.1	15.1	20.9	18.6	18.8	19.3	69,844
1983	20.9	21.5	20.0	18.8	22.2	17.0	22.3	20.2	19.4	20.9	64,835
1984	20.5	21.0	20.5	18.4	21.5	17.8	22.8	19.7	19.2	20.7	55,581
1986	20.3	21.1	19.2	16.9	20.7	18.7	22.5	19.5	19.1	20.2	52,637
1987	20.0	20.5	19.8	17.0	21.2	17.5	22.1	19.9	19.8	20.2	52,201
1988	19.2	20.0	19.2	16.3	20.0	18.2	21.3	19.4	18.7	19.5	51,598
1989	19.3	20.5	19.6	14.9	21.7	15.3	21.2	19.3	18.7	19.7	53,985
Percent "C" Grades											
1981	17.4	17.4	17.8	11.4	19.7	16.7	21.4	16.0	17.0	17.9	64,910
1983	20.0	19.0	20.2	13.8	20.9	20.2	22.9	18.1	18.5	19.9	61,688
1984	19.8	19.4	18.5	12.1	20.6	20.0	22.6	16.8	17.6	19.4	52,109
1986	18.4	19.7	19.1	13.2	21.0	21.7	23.6	16.9	17.3	19.3	50,302
1987	17.2	18.7	18.7	13.6	20.1	20.1	22.9	16.7	17.1	18.6	47,978
1988	16.9	19.3	17.6	9.3	19.5	19.1	22.2	16.6	16.2	18.1	47,784
1989	15.7	18.9	17.2	11.6	19.3	15.9	21.1	16.4	16.2	17.5	47,955
Percent "D" Grades											
1981	5.4	4.4	4.2	3.2	5.7	6.6	7.2	4.3	6.5	5.3	18,455
1983	6.6	5.6	5.8	4.4	6.0	8.6	7.8	4.6	6.8	6.2	19,248
1984	6.3	5.9	5.3	3.0	6.0	8.2	7.2	4.4	6.1	5.9	15,899
1986	6.0	5.2	5.8	3.2	6.2	8.7	6.6	4.4	6.0	5.7	14,871
1987	5.9	5.3	4.9	4.0	5.8	7.3	6.8	4.6	5.5	5.6	14,325
1988	5.4	5.7	4.9	2.3	5.7	6.6	6.7	4.5	5.4	5.4	14,241
1989	5.1	5.4	4.5	2.9	5.5	5.9	6.2	4.6	5.0	5.1	14,135
Percent Other Grades(1)											
1981	41.3	38.9	38.6	44.5	32.6	49.1	33.0	40.3	38.3	38.3	135,549
1983	33.9	32.5	33.9	36.1	29.7	39.9	26.7	34.2	34.3	32.5	99,783
1984	34.3	33.3	35.9	39.5	30.2	39.3	27.9	36.1	35.7	33.4	89,783
1986	35.6	32.8	36.6	43.7	31.7	38.3	28.5	37.7	38.9	34.8	90,472
1987	37.7	34.5	36.4	41.8	32.4	42.7	28.7	37.6	38.7	35.6	91,688
1988	38.9	34.9	38.8	42.8	33.4	43.2	30.5	38.3	39.8	36.7	97,027
1989	39.8	34.5	40.0	47.7	32.2	49.6	31.9	37.2	38.8	37.3	102,351
Total Grades Awarded											
1981	59,350	48,888	34,441	7,675	63,134	20,942	43,414	57,170	27,227	100.0	362,241
1983	49,979	43,725	26,623	6,734	55,982	15,879	38,796	47,666	21,938	100.0	307,322
1984	45,081	35,320	22,995	6,549	50,890	11,644	35,417	42,778	17,995	100.0	268,669
1986	41,059	33,608	22,789	10,384	48,834	9,867	31,345	42,754	19,647	100.0	260,287
1987	39,765	33,059	22,955	10,683	48,577	10,984	30,067	41,941	19,779	100.0	257,810
1988	40,436	34,288	22,641	10,368	48,375	13,530	31,217	42,349	20,996	100.0	264,200
1989	44,162	36,653	23,352	11,974	47,540	14,187	30,846	43,559	22,343	100.0	274,616

Source: Data Processing Report D5120, Grade Distribution by Department. 1985 data are not available.

(1)Includes incomplete, F, credit, no credit, withdraw (W), in progress (IP) and report delayed (RD). IP is used for courses which extend beyond the normal end of an academic term. RD is assigned when there is a delay in reporting the grade beyond the control of the student. Neither IP nor RD is used in calculating grade point averages. Included in credit are X grades and credit by exam.

FIGURE 25.1: GRADE DISTRIBUTION AT CITY, EAST, TRADE-TECH AND DISTRICT, FALL 1981 AND FALL 1989

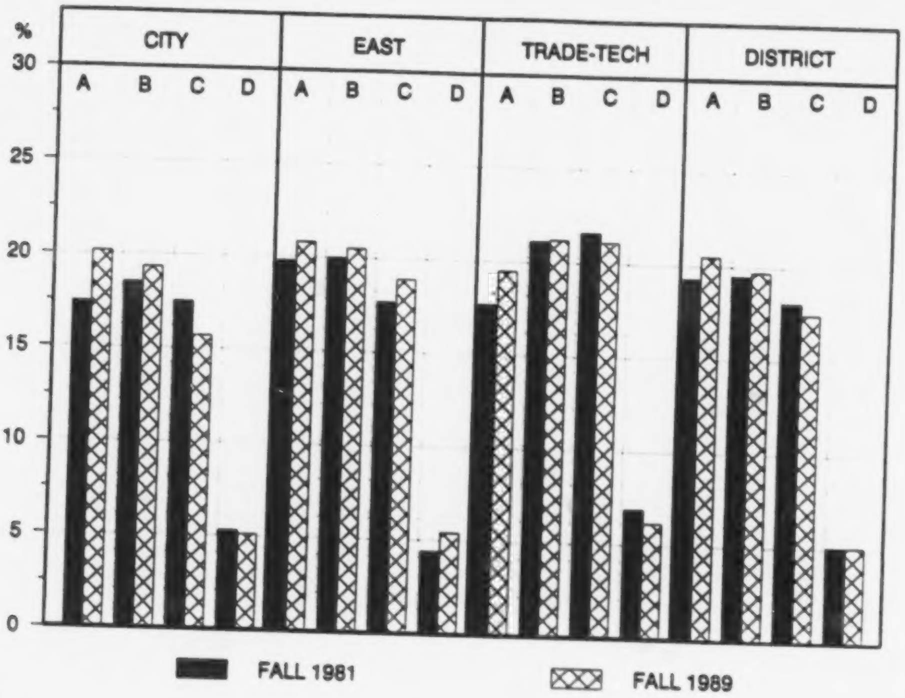


FIGURE 25.2: GRADE DISTRIBUTION AT VALLEY, MISSION, PIERCE AND DISTRICT, FALL 1981 AND FALL 1989

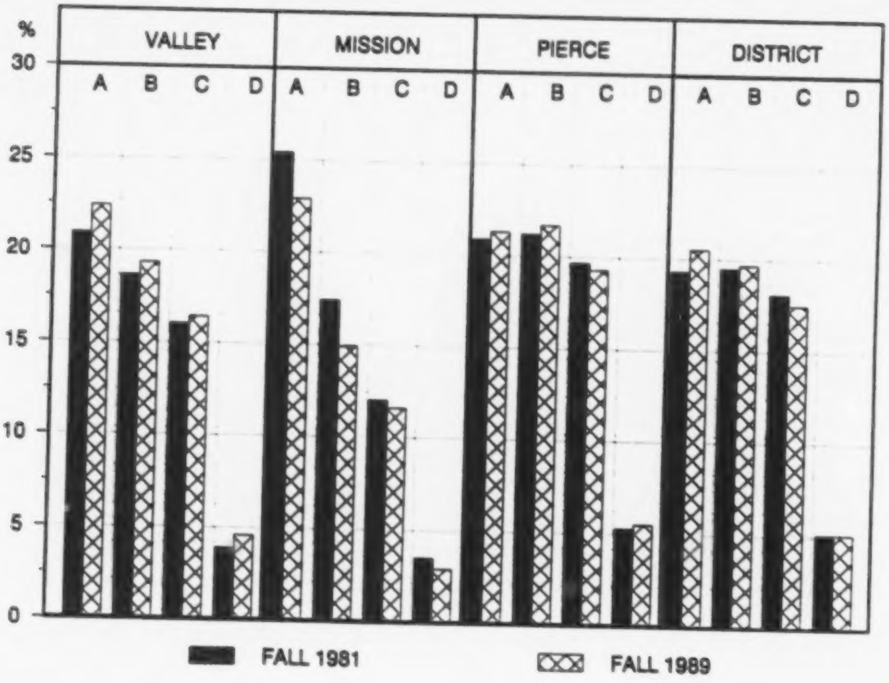
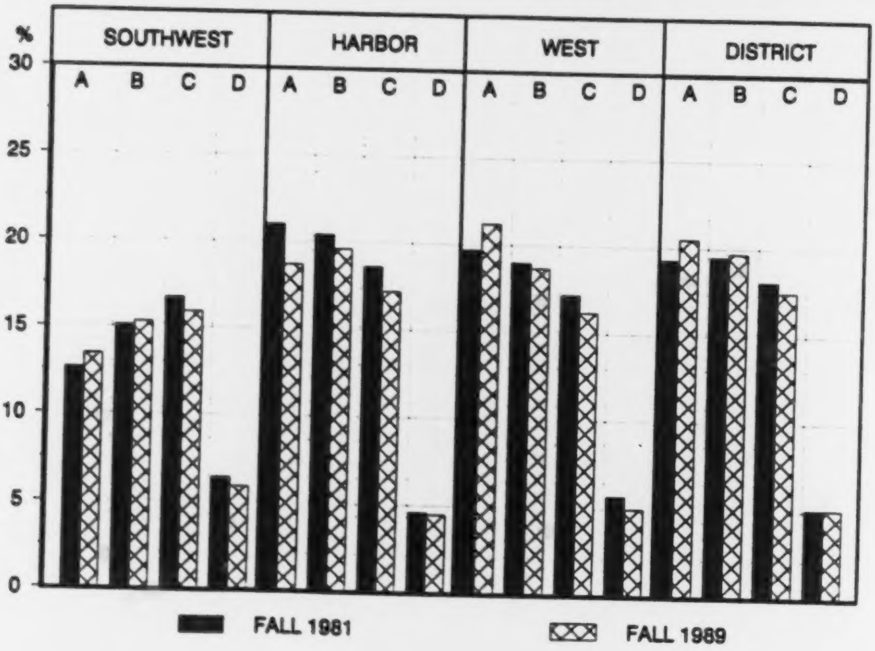


FIGURE 25.3: GRADE DISTRIBUTION AT SOUTHWEST, HARBOR, WEST AND DISTRICT, FALL 1981 - FALL 1989



TRANSFERS TO UC AND CSU

Transfer activity between the Los Angeles Community Colleges and four-year schools is more extensive and complex than these tables and figures can indicate. For example: a student may drop out of a four-year school and enroll in a community college, or may attend community college classes at night or in the summer while enrolled in a four-year school; or may leave a community college to enroll in a four-year college in another state; or may attend a community college outside the District before enrolling in a four-year college. In any of these or other configurations, a student would not appear in these tallies, which include only direct transfers from Los Angeles Community Colleges to four-year colleges in California.

These transfer numbers were reported by the receiving institutions to the California Postsecondary Education Commission. Before 1986, data from private institutions was erratic and incomplete; in recent years it has improved, and the larger numbers of recent years reflect a more accurate count. The University of California has been unable to provide full and reliable data on full-year transfers before the 1986-87 academic year. For these reasons, and given the variations of transfers described above, analyses of long-term trends have focussed on fall transfers to the UC and CSU systems.

Comparison of the bar charts in Figures 26.1 and 26.2 clearly show that the overall decline in fall transfers from District colleges has been more severe and prolonged than the statewide downturn. Total state transfers declined 14% from Fall 1978 to a low point in Fall 1986, and increased 6% by Fall 1989 But this latest figure represents a 2% decline from Fall 1988. Transfers from the District to state four-year schools dropped at a sharper rate during the same period, down 40% from 1978 to 1986. Since then the annual District number has been virtually unchanged, lagging behind increases in enrollment. Even when transfers to private institutions are included, there has been no steady increase at ay college. The upward trend in UC transfers may be attributed to the Transfer Alliance Program, which has improved articulation between participating colleges and UCLA. But this year's increase was more than offset by the drop in CSU transfers, and the trend has not been sufficient in any recent year to significantly raise the combined number of transfers.

TABLE 26.1

FALL SEMESTER TRANSFERS TO CALIFORNIA PUBLIC AND INDEPENDENT FOUR-YEAR INSTITUTIONS BY COLLEGE, FALL 1978 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
University of California										
1978-79	129	46	39	2	123	12	5	143	37	536
1979-80	87	56	36	4	127	4	9	140	56	519
1980-81	104	37	48	4	104	7	5	120	37	466
1981-82	71	55	36	1	96	7	9	90	41	395
1982-83	83	47	42	4	118	4	7	96	31	429
1983-84	88	50	47	3	117	5	7	93	37	447
1984-85	59	38	30	10	113	5	4	81	13	353
1985-86	54	30	25	1	98	1	5	71	21	306
1986-87	46	35	19	4	66	3	5	67	23	268
1987-88	53	42	25	2	66	1	2	66	18	275
1988-89	52	54	27	2	90	1	2	89	28	345
1989-90	67	57	37	4	131	1	4	105	27	433
California State University										
1978-79	493	461	428	49	874	186	173	727	198	3,589
1979-80	421	412	435	40	801	167	142	642	178	3,238
1980-81	475	390	402	55	794	137	150	652	239	3,294
1981-82	452	416	379	37	765	128	141	577	226	3,119
1982-83	427	338	355	38	838	123	121	562	199	3,001
1983-84	407	351	351	41	741	129	136	513	166	2,835
1984-85	336	360	337	42	752	110	123	494	149	2,703
1985-86	351	299	232	34	722	74	123	482	118	2,434
1986-87	307	270	247	39	653	81	86	420	94	2,197
1987-88	316	329	236	23	605	51	108	445	110	2,222
1988-89	304	228	233	43	639	61	84	445	122	2,159
1989-90	301	276	219	56	502	58	95	406	129	2,042
California Private Institutions (1)										
1982-83	18	13	15	2	35	3	4	18	11	119
1983-84	53	37	36	8	40	10	13	61	26	284
1984-85	67	35	51	5	55	8	10	37	25	293
1986-87	134	51	37	21	68	6	27	55	36	435
1987-88	189	47	69	33	113	19	27	77	59	633
1988-89	78	49	32	7	75	5	28	53	49	376
1989-90	90	45	46	10	115	14	29	86	32	467
Total Known Fall Transfers to California Public and Private Institutions										
1978-79	580	517	464	53	1,001	190	182	867	254	4,125
1979-80	525	449	483	44	905	174	147	762	215	3,757
1980-81	544	442	437	56	888	144	158	742	278	3,760
1981-82	535	463	419	41	880	132	148	673	257	3,514
1982-83	528	398	410	44	990	130	132	676	241	3,549
1983-84	548	438	434	52	898	144	156	667	229	3,566
1984-85	462	433	418	57	920	123	137	612	187	3,349
1985-86	404	329	257	35	820	75	128	553	139	2,740
1986-87	487	356	303	64	787	90	118	542	153	2,900
1987-88	557	418	330	58	784	71	137	588	187	3,130
1988-89	434	331	292	52	804	67	114	587	199	2,880
1989-90	458	378	302	70	748	73	128	597	188	2,942

Source: UPDATE OF CALIFORNIA COMMUNITY COLLEGE TRANSFER STUDENT STATISTICS 1988-89 and STUDENT PROFILES 1990, California Postsecondary Education Commission, Sacramento, California.

(1) Data not available for years before 1982, and for 1985-86.

TABLE 26.2

FULL-YEAR TRANSFERS TO CALIFORNIA PUBLIC FOUR-YEAR INSTITUTIONS BY COLLEGE

1978-79 THROUGH 1989-90

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
University of California										
1986-87	63	40	30	5	112	3	5	112	30	400
1987-88	88	54	33	2	112	1	4	112	29	435
1988-89	89	67	31	3	120	2	4	126	37	479
1989-90	84	61	45	4	159	1	4	129	35	522
California State University										
1981-82	806	707	570	59	1,256	208	236	911	326	5,079
1982-83	780	626	523	68	1,281	199	198	903	303	4,881
1983-84	736	593	498	57	1,143	184	233	809	260	4,513
1984-85	601	646	514	60	1,218	195	208	814	228	4,484
1985-86	655	568	377	49	1,122	136	198	743	209	4,057
1986-87	562	489	388	57	1,011	128	170	691	159	3,655
1987-88	541	544	377	59	943	83	185	722	168	3,622
1988-89	509	438	358	67	923	101	152	654	218	3,420
1989-90	518	497	360	102	865	104	151	692	222	3,511
Total Known Full-Year Transfers to California Public Institutions										
1981-82	806	707	570	59	1,256	208	236	911	326	5,079
1982-83	780	626	523	68	1,281	199	198	903	303	4,881
1983-84	736	593	498	57	1,143	184	233	809	260	4,513
1984-85	601	646	514	60	1,218	195	208	814	228	4,484
1985-86	655	568	377	49	1,122	136	198	743	209	4,057
1986-87	625	529	418	62	1,123	131	175	803	189	4,191
1987-88	629	598	410	61	1,055	84	189	834	197	4,057
1988-89	598	505	389	70	1,043	103	156	780	255	3,899
1989-90	602	558	405	106	1,024	105	155	821	257	4,033

Source: UPDATE OF CALIFORNIA COMMUNITY COLLEGE TRANSFER STUDENT STATISTICS 1988-89, and STUDENT PROFILES 1990, California Postsecondary Education Commission, Sacramento, California. UC data is not available before 1986-87, and there is no full-year data for private institutions.

FIGURE 26.1: FALL SEMESTER TRANSFERS FROM CALIFORNIA COMMUNITY COLLEGES TO CSU AND UC SYSTEMS, FALL 1978 - FALL 1989

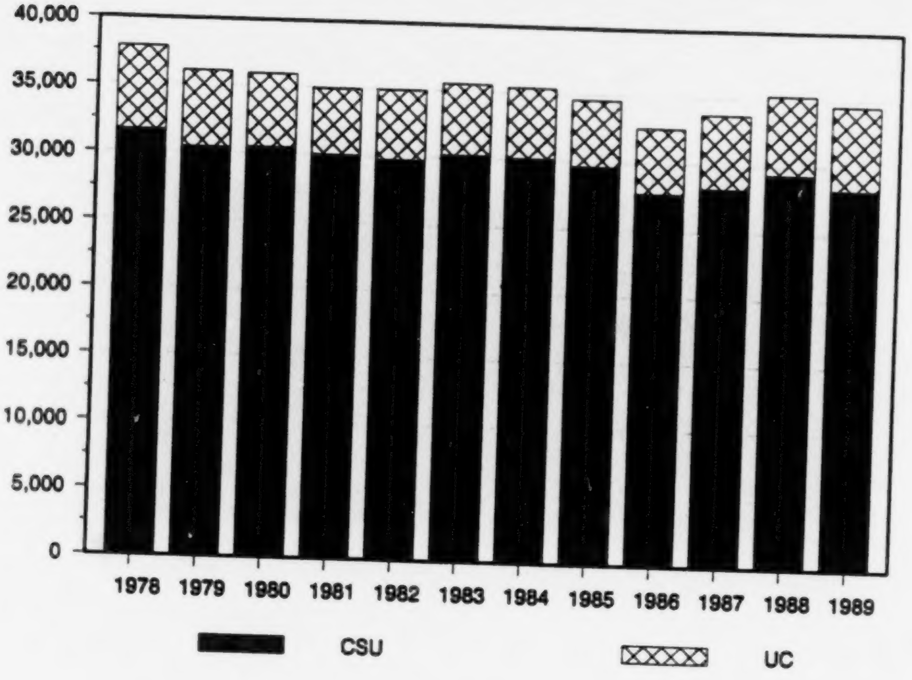


FIGURE 26.2: FALL SEMESTER TRANSFERS FROM THE DISTRICT TO CSU AND UC SYSYTEMS FALL 1978 - FALL 1989

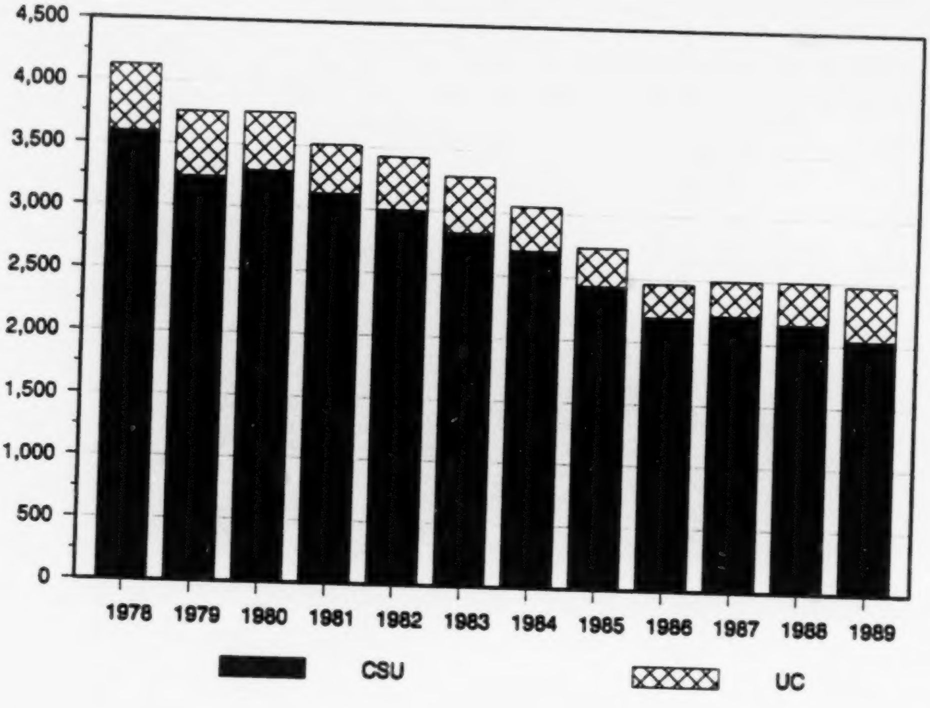


FIGURE 26.3: FALL SEMESTER TRANSFERS FROM CITY, EAST, TRADE-TECH AND DISTRICT, TO CSU AND UC, FALL 1978 AND FALL 1989

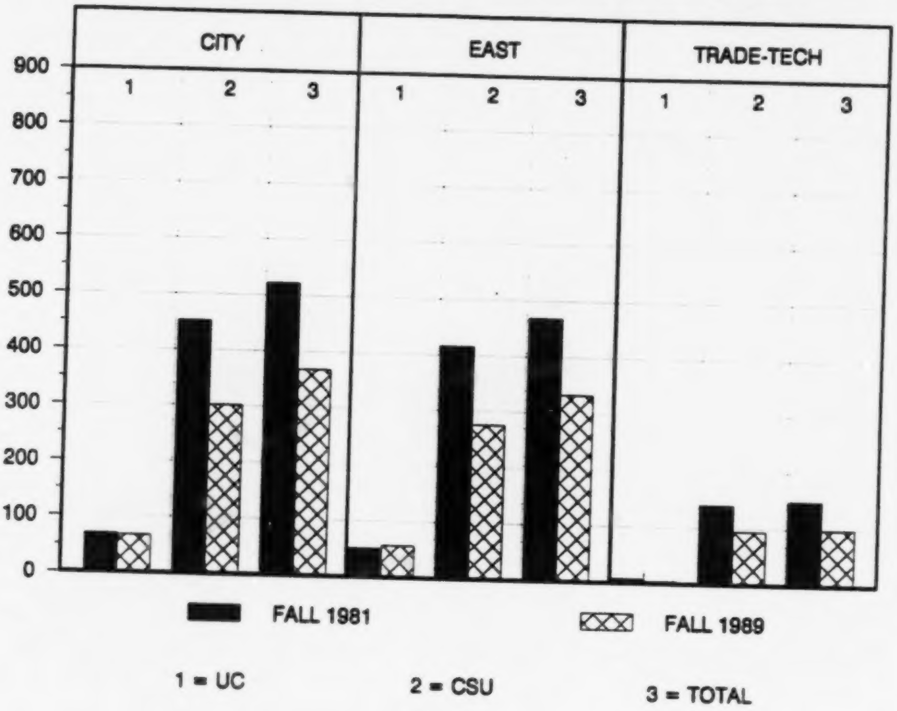


FIGURE 26.4: FALL SEMESTER TRANSFERS FROM VALLEY, MISSION, PIERCE AND DISTRICT TO CSU AND UC, FALL 1978 AND FALL 1989

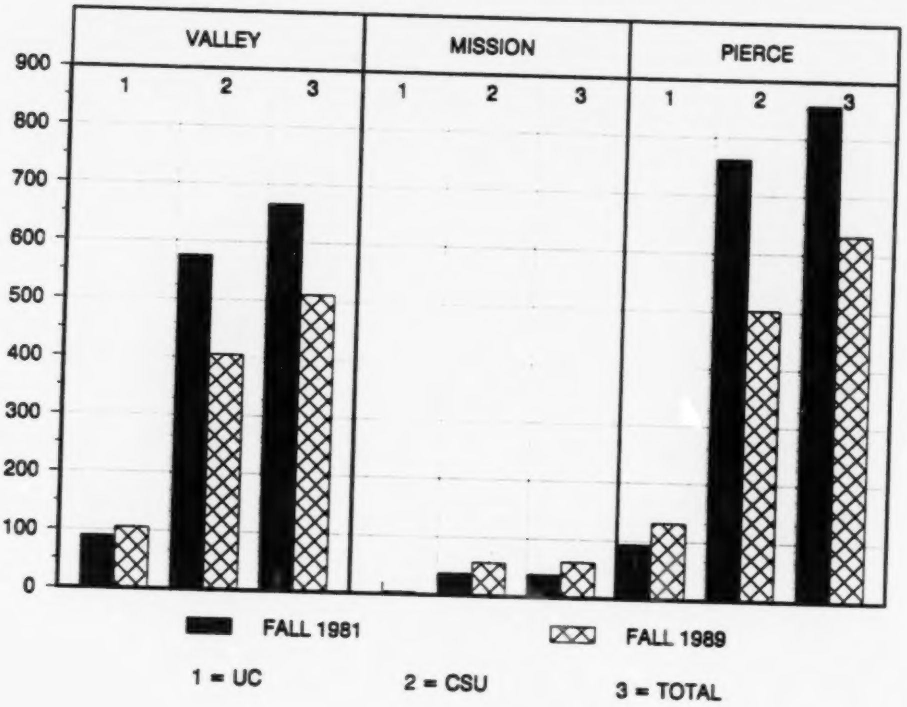
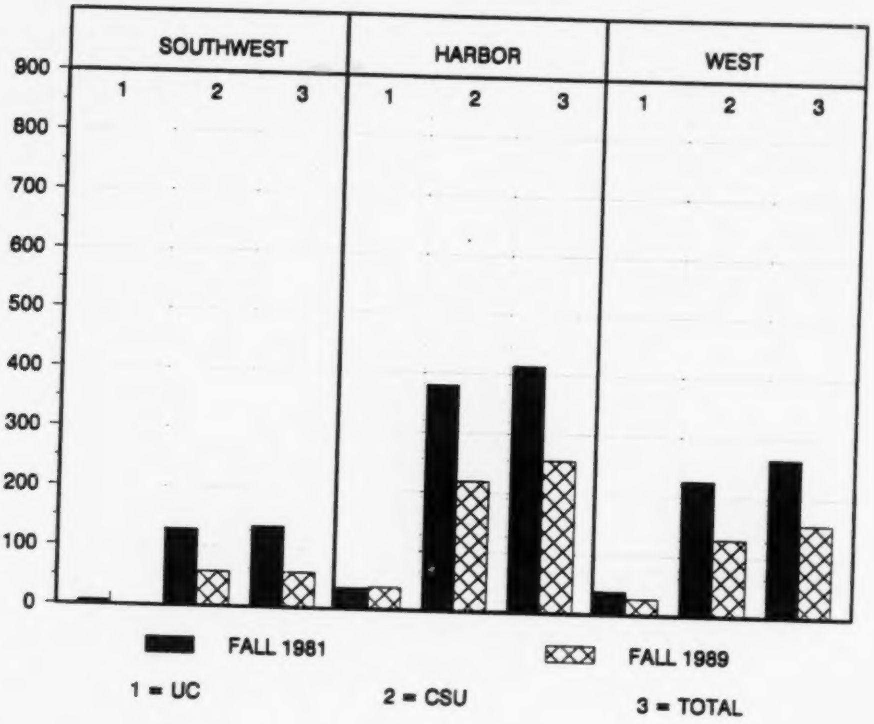


FIGURE 26.5: FALL SEMESTER TRANSFERS FROM SOUTHWEST, HARBOR , WEST AND DISTRICT TO CSU AND UC, FALL 1978 AND FALL 1989



AWARDS CONFERRED

The confirmed figures listed here for awards conferred in the various categories are obtained directly from the Admissions Offices at the colleges; they may exceed the HEGIS/IPEDS numbers.

The districtwide trend in degrees has paralleled that in fall transfers, declining in steps from 1978-79 until 1986, since when it has levelled off. But the degree tallies have always been well above the numbers of transfers, in spite of the fact that many transfer-bound students do not seek the associate degree. The 1982-83 peak in degrees and certificates followed a surge in first-time students in Fall 1979 and 1980. The number of certificates awarded has remained relatively stable since the peak year.

Districtwide, certificates were off slightly in 1989-90, after increasing the previous year. The number of degrees declined by a smaller amount. Pierce maintained the lead in degrees it has held since 1985-86, but suffered a decline, while City's tally increased substantially to gain second place. For the third year in a row, Mission led Southwest; East declined by over a hundred but remained ahead of Valley. As usual, Trade-Tech was far ahead in certificates, but the mumber continued to decline, a lagging indicator of decreased enrollment in the mid-eighties. Southwest more than doubled its number of certificates in 1989-90, while East's declined by more than a hundred. But East remained in second place.

TABLE 27

AWARDS CONFERRED BY TYPE AND COLLEGE

1978-79 THROUGH 1989-90

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Associate Degrees										
1978-79	1,219	908	707	106	1,156	398	694	1,734	325	7,247
1979-80	1,263	923	553	130	1,155	294	630	1,478	406	6,832
1980-81	1,256	1,130	486	79	1,133	429	638	448	352	5,951
1981-82	956	821	528	101	1,150	353	678	1,211	308	6,106
1982-83	1,127	882	558	111	1,062	361	758	1,196	208	6,263
1983-84	841	793	580	112	1,002	285	639	1,090	223	5,565
1984-85	1,003	781	450	75	919	271	532	841	214	5,086
1985-86	683	768	460	98	980	213	562	647	189	4,600
1986-87	625	528	443	80	962	184	370	583	145	3,920
1987-88	549	754	425	193	883	167	354	493	123	3,941
1988-89	384	700	419	204	874	193	375	514	256	3,919
1989-90	641	597	359	215	753	159	376	539	228	3,867
Certificates										
1978-79	0	258	79	0	57	0	1,029	287	69	1,779
1979-80	0	276	26	0	57	0	641	166	58	1,224
1980-81	7	198	55	0	50	0	961	10	134	1,415
1981-82	154	118	71	0	67	43	785	145	145	1,528
1982-83	195	125	60	22	45	79	1,463	223	180	2,392
1983-84	282	290	74	28	38	29	894	189	264	2,088
1984-85	251	254	53	104	24	50	952	200	348	2,236
1985-86	149	218	49	27	44	48	1,071	160	223	1,989
1986-87	148	124	28	68	56	75	847	77	219	1,642
1987-88	181	141	41	82	60	34	741	103	135	1,518
1988-89	197	383	28	98	34	67	723	104	136	1,770
1989-90	211	261	23	112	42	138	705	87	131	1,710
Total Awards										
1978-79	1,219	1,166	786	106	1,213	398	1,723	2,021	394	9,026
1979-80	1,263	1,199	579	130	1,212	294	1,271	1,644	464	8,056
1980-81	1,263	1,328	541	79	1,183	429	1,599	458	486	7,366
1981-82	1,110	939	599	101	1,217	396	1,463	1,356	453	7,634
1982-83	1,322	1,007	618	133	1,107	440	2,221	1,419	388	8,655
1983-84	1,123	1,083	654	140	1,040	314	1,533	1,279	487	7,653
1984-85	1,254	1,035	503	179	943	321	1,484	1,041	562	7,322
1985-86	832	986	509	125	1,024	261	1,633	807	412	6,589
1986-87	773	652	471	148	1,018	259	1,217	660	364	5,562
1987-88	730	895	466	275	943	201	1,095	596	258	5,459
1988-89	581	1,083	447	302	908	260	1,098	618	392	5,689
1989-90	852	858	382	327	795	297	1,081	626	359	5,577

Sources: Higher Education General Information Surveys (HEGIS) and college Deans of Admissions.

The number of certificates awarded at East in 1984-85 was not recorded. The figure reported here assumes that the number of certificates awarded at East was the average of the previous and the succeeding years.

FIGURE 27.1: DISTRICTWIDE AWARDS CONFERRED BY TYPE, 1978-79 THROUGH 1989-90

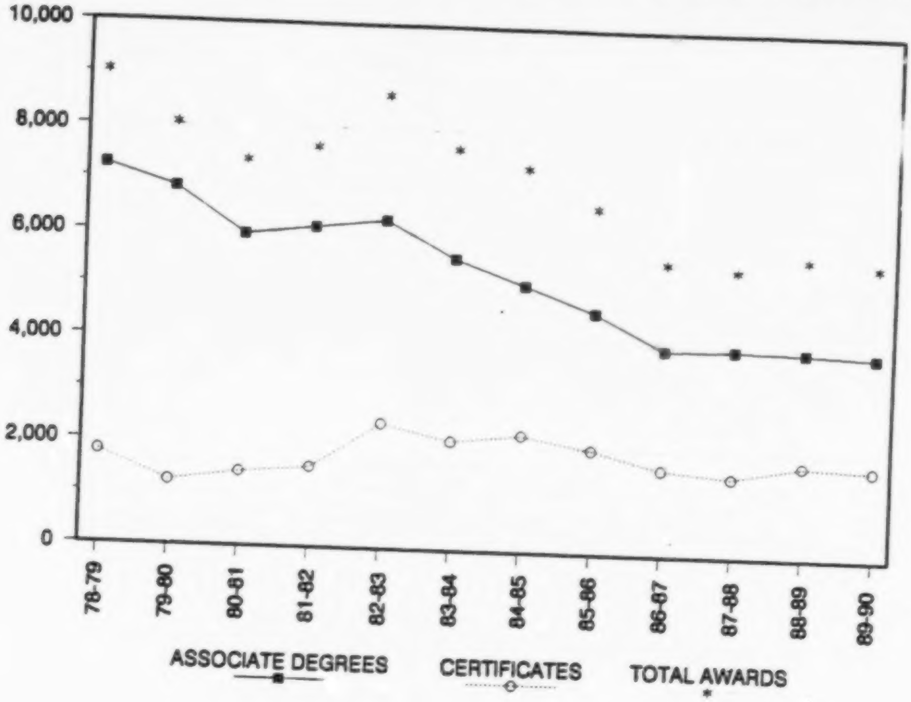


FIGURE 27.2: AWARDS CONFERRED AT CITY, EAST, TRADE-TECH AND DISTRICT, BY TYPE, 1978-79 AND 1989-90

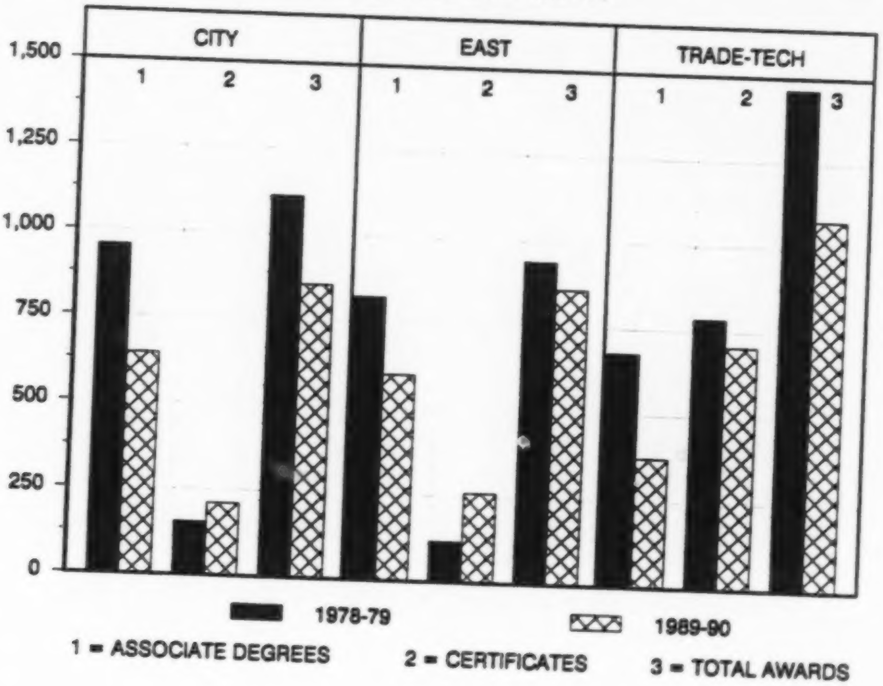


FIGURE 27.3: AWARDS CONFERRED AT VALLEY, MISSION, PIERCE AND DISTRICT, BY TYPE, 1978-79 AND 1989-90

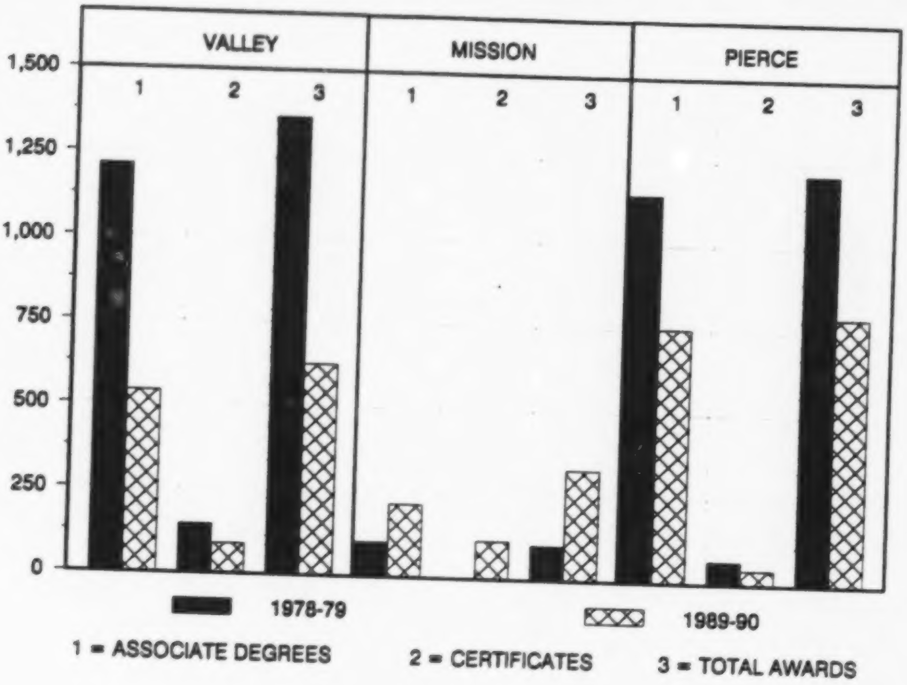
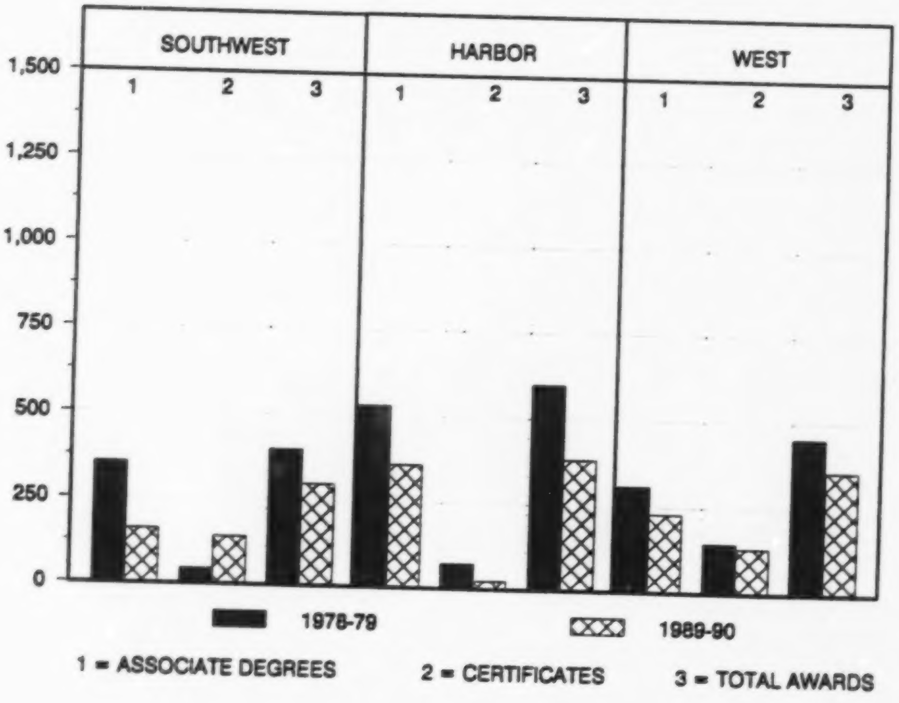


FIGURE 27.4: AWARDS CONFERRED AT SOUTHWEST, HARBOR, WEST AND DISTRICT, BY TYPE, 1978-79 THROUGH 1989-90



TABLES AND FIGURES

Special Services

SERVICES TO SPECIAL GROUPS

This table shows the number of students enrolled in any of several specially funded programs, plus the number of tuition-paying foreign students on F-1 visas receiving special counseling. The Veteran program has changed from the Veterans Cost of Instruction Program, which awarded grants, to the Veterans Educational Opportunity Program, which offers only specialized counseling; veterans now receive their grants directly from the federal Veterans Administration.

The numbers of students served by the various programs has generally fluctuated along with enrollment, but some of the declines in EOP&S and Financial Aid between 1980-81 and 1985-86 should be attributed to more stringent auditing by the state and federal agencies that fund the grants and set guidelines for eligibility. Financial Aid has also been subjected to changes in administrative structure. Its districtwide total clientele has declined 53% from 1980-81, but is up 27% from 1987-88. City, East and Trade-Tech have by far the largest totals, while Mission is the smallest, with a fraction of Southwest's number of financial aid recipients. City's Financial Aid clientele increased by 300 students from 1988-89, but it still served fewer students than its EOP&S program, also the District's largest. Trade-Tech, second place in EOP&S, serves fewer than half as many clients in this program than City. Harbor had the smallest EOP&S program in 1989-90, as Southwest's increased substantially and Mission's almost doubled.. East and Pierce was the only colleges to suffer a decline in EOP&S participation this year, as the District total rose 16%. This was the highest total since 1983-84, though still 56% below EOP&S numbers at the beginning of the 80s.

There was more fluctuation than usual in the Disabled Student program this year, both districtwide and at most colleges. The Districtwide total rose 6% to its highest ppoint since the early 80s, and there were increases at all colleges except Trade-Tech and West. Trade-Tech's decline was steepest, by almost two-thirds and 200 students. Pierce assumed first place, with a one-third increase from 1988-89. City's handicapped count increased by more than 25% from the previous year, but it is still only 55% of its enrollment in 1980-81.

Districtwide enrollment in the Veteran program dropped by 36% from 1988-89, to its lowest point since 1985-86. City, which had the largest program last year, lost over four-fifth of its veteran count, while Pierce's declined by more than a half. Harbor now has by far the largest veteran participation, followed by Southwest.

Foreign students are the only special group listed here whose numbers have grown steadily over the last decade. City College has attracted the largest number in all years, with a continuous increase. Foreign student counts at the other colleges have waxed and waned from year to year, affected by variations in counseling and marketing efforts to attract these students. East almost doubled its foreign student population in 1989-90, with the highest count ever of any college except City.

TABLE 28

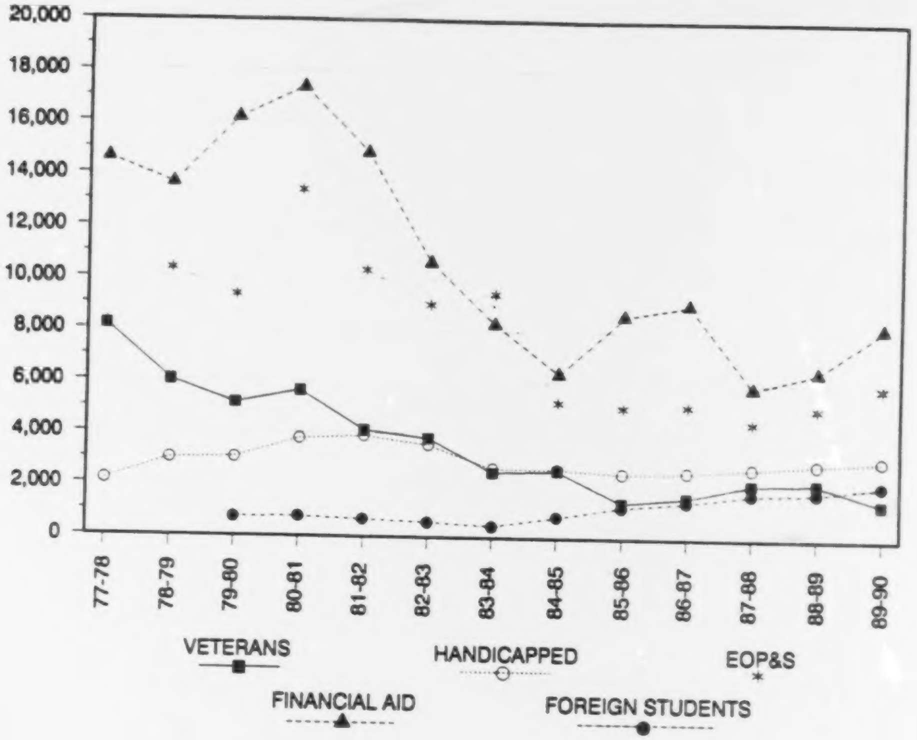
SERVICES TO SPECIAL GROUPS: VETERANS, DISABLED STUDENTS, EOP&S STUDENTS, FINANCIAL AID RECIPIENTS, AND FOREIGN STUDENTS, 1977-78 THROUGH 1989-90

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Veterans Receiving Specialized Services (1)										
1977-78	1,101	1,153	1,066	211	996	395	1,484	1,382	368	8,156
1980-81	1,009	850	607	80	600	338	1,108	707	348	5,647
1985-86	143	79	250	43	203	41	288	227	81	1,355
1986-87	551	80	250	49	196	8	200	195	54	1,583
1987-88	580	80	330	57	205	417	80	256	90	2,095
1988-89	688	0	511	11	354	183	187	197	0	2,131
1989-90	133	0	536	24	160	210	140	158	0	1,361
Handicapped Students Served										
1977-78	405	206	79	9	460	118	319	463	85	2,144
1980-81	952	331	156	77	664	178	655	549	222	3,784
1985-86	404	261	147	95	451	88	479	415	133	2,473
1986-87	406	267	151	136	499	90	417	429	155	2,550
1987-88	491	219	154	138	492	60	449	478	219	2,700
1988-89	402	254	211	151	415	75	583	533	247	2,871
1989-90	529	286	204	178	555	110	386	548	243	3,039
EOP & S Students Served										
1977-78	2,200	1,569	255	210	97	1,500	1,300	592	510	8,233
1980-81	3,314	2,000	323	320	441	3,500	2,000	700	800	13,398
1985-86	1,337	821	165	56	297	570	834	461	512	5,053
1986-87	1,155	643	214	103	418	692	956	451	496	5,128
1987-88	1,180	717	177	102	487	489	651	295	401	4,499
1988-89	1,737	620	206	209	304	553	709	311	404	5,053
1989-90	1,905	686	236	380	351	635	831	407	500	5,931
Other Financial Aid Recipients										
1977-78	4,430	1,420	900	130	560	1,860	2,700	1,610	985	14,595
1980-81	4,472	2,224	702	179	995	2,876	3,233	1,178	1,493	17,352
1985-86	1,931	1,291	410	201	779	914	1,640	861	558	8,585
1986-87	1,997	1,290	483	253	862	878	1,935	846	491	9,035
1987-88	1,453	898	375	141	560	500	1,047	545	331	5,850
1988-89	1,380	1,208	488	143	556	599	1,067	533	483	6,457
1989-90	1,881	1,535	607	196	653	789	1,288	669	560	8,178
Foreign Students Served										
1979-80	224	114	28	9	98	70	85	78	6	712
1980-81	215	100	30	4	120	80	75	86	31	741
1985-86	487	56	20	12	230	49	63	111	152	1,180
1986-87	546	196	60	9	254	20	64	133	115	1,397
1987-88	621	238	70	8	275	20	97	148	232	1,709
1988-89	625	307	117	0	265	29	64	168	200	1,775
1989-90	657	590	148	22	260	12	65	136	188	2,078

Sources: Office of Special Services, Human Resources Division; Central Financial Aid Unit, Office of International Education; and college foreign student advisors. Data for Disabled, EOP & S, and Other Financial Aid are unduplicated totals for the academic year. Veterans and Foreign Students are Fall Semester counts only.

(1) Veterans program discontinued at East and West.

FIGURE 28: SERVICES TO SPECIAL STUDENT GROUPS, 1977-78 THROUGH 1989-90



TABLES AND FIGURES

Fiscal and
Personnel Resources

GENERAL FUND INCOME AND EXPENDITURES

The General Fund includes all funds that may be allocated at the discretion of district and college administration, plus employee benefits and some categorical funding. They include the funds identified as Program 100, which support the basic operations of the colleges and District. The inflation adjustments expressed in 1979 dollars are based on changes in the consumer price index for all consumers in the Los Angeles area, as reported by the federal Bureau of Labor Statistics.

Measuring current income and expeditures in "real" 1979 dollars reveals the erosion of basic financial support for community colleges. In 1989-90, income from the state was up by over $14 million, thanks to the introduction of program-based improvement funds, a one-time disbursment of a state budget surplus, and a cost of living adjustment (COLA) of ADA apportionment. Even with this increase, total General Fund income in constant 1979 dollars was 14% below its level at the beginning of the decade, most probably because adjustments of state ADA reimbursement have not kept up with inflation. The percentage of support from local taxes and fees increased as the state share declined, but it has fallen back slightly in the past two years. Even during its percentage rise, local funding increased little in real terms, in spite of the imposition of the enrollment fee. The federal share of funding, which is almost all categorical, declined 58% during the first half of the decade; much of this loss can be traced to the end of the Metropolitan College program for overseas military personnel. This year it continued to increase, slightly.

The percentage of expenditure belonging to instruction remained constant until 1989-90, but this may represent an actual increase, since department chair expenses have been fully assigned to administration since 1984-85. This caused an increase in both amount and percentage of expenditures in instructional administration, but the planning share has fluctuated little since 1979. This year, the instructional share increased significantly in both percentage and dollars, surpassing 50% of expenditures for the first time since 1985. Administrative costs declined by over $2 million, perhaps as a result of attrition and retirement incentives. Support Service percentages have hardly changed in recent years; only admissions has increased significantly since 1980. Spending per ADA in constant dollars has fluctuated, with increases corresponding to decreases in enrollment.

TABLE 29

GENERAL FUND INCOME BY SOURCE, 1979-80 THROUGH 1989-90

(Millions of Dollars)

	1979-80	1985-86	1986-87	1987-88	1988-89	1989-90
Sources						
Federal (1)	13.47	6.13	6.42	7.08	11.11	12.99
State	129.91	142.83	134.86	138.05	141.45	155.82
Local Tax	23.62	40.62	43.03	48.64	52.15	56.53
Local Income and Fees	12.14	17.63	20.92	21.42	21.45	23.46
Total General Fund Income	179.14	207.21	205.23	215.20	226.16	248.79
In 1979 Dollars	179.14	144.90	140.58	140.20	140.57	147.07
Net Other Financing	–0.77	–3.21	–0.14	–0.58	0.86	–1.15
Incoming	0.04	0.20	0.00	0.40	1.66	0.76
Outgoing	0.81	3.41	0.14	0.97	0.80	1.91
Net General Fund Income	178.37	204.00	205.08	214.62	227.01	247.65
Beginning Balance (2)	44.08	–3.43	7.86	16.17	17.97	16.02
Less Ending Balance	44.78	9.00	17.79	20.55	12.35	3.95
Total Amount Allocated	177.67	191.58	195.15	210.24	232.64	259.72
In 1979 Dollars	177.67	133.96	133.68	136.97	144.60	153.53
(Percentages)						
Sources						
Federal (1)	7.6%	3.2%	3.3%	3.4%	4.8%	5.0%
State	73.1	74.6	69.1	65.7	60.8	60.0
Local Tax	13.3	21.2	22.1	23.1	22.4	21.8
Local Income and Fees	6.8	9.2	10.7	10.2	9.2	9.0
Total General Fund Income	100.8	108.2	105.2	102.4	97.2	95.8
Net Other Financing	–0.4	–1.7	–0.1	–0.3	0.4	–0.4
Incoming	0.0	0.1	0.0	0.2	0.7	0.3
Outgoing	0.5	1.8	0.1	0.5	0.3	0.7
Net General Fund Income	100.4	106.5	105.1	102.1	97.6	95.4
Beginning Balance (2)	24.8	–1.8	4.0	7.7	7.7	6.2
Less Ending Balance	25.2	4.7	9.1	9.8	5.3	1.5
Total Amount Allocated	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Sources: Annual Financial and Budget Report to the California Community Colleges from the Los Angeles Community College District, CCFS-311, 1979-80 through 1989-90.

(1) Financial aid payments to students are excluded.

(2) Differences between the beginning balance and the previous year's ending balance occur due to accounting adjustments.

FIGURE 29: GENERAL FUND INCOME, 1979-80 THROUGH 1989-90
(Millions of Dollars)

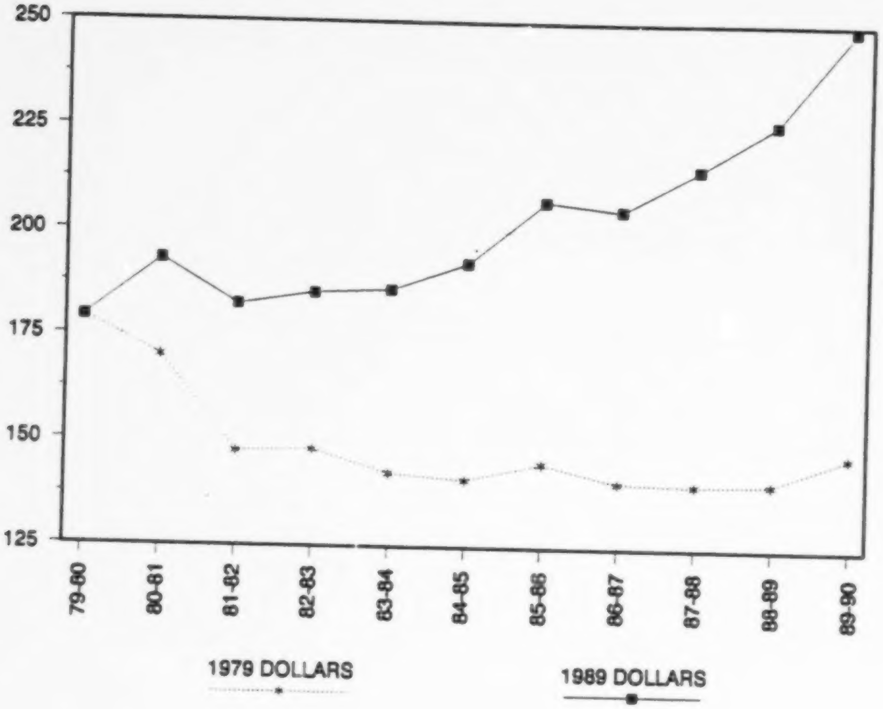


TABLE 30

GENERAL FUND EXPENDITURES BY ACTIVITY, 1979-80 THROUGH 1989-90

(Millions of Dollars)

	1979-80	1985-86	1986-87	1987-88	1988-89	1989-90
Instruction	87.64	95.56	96.54	102.28	115.71	134.60
Instructional Support	6.64	5.81	5.99	6.89	7.11	7.41
Subtotal Instruction	94.28	101.37	102.53	109.17	122.82	142.01
Instructional Admin.(1)	7.28	15.06	15.88	17.60	19.13	17.00
Planning & Policy Making	5.87	5.19	5.18	5.98	7.67	7.94
Subtotal Administration	13.15	20.25	21.06	23.58	26.80	24.94
Admissions & Records	3.22	4.33	5.02	6.00	6.25	6.55
Counseling	6.96	6.96	7.19	8.22	9.76	11.14
Student Services	9.30	10.15	10.29	11.78	11.83	12.98
Physical Plant	22.06	21.75	23.48	25.40	26.17	29.55
Gen. Institutional Support	24.84	21.93	22.08	21.15	26.06	27.28
Community Services	3.24	3.01	2.33	3.05	2.45	3.18
Other Services & Operations	0.31	1.07	1.24	1.89	1.53	2.09
Subtotal Support Services	69.93	69.20	71.64	77.49	84.05	92.77
Total General Fund Expenditures(2)	177.36	190.81	195.23	210.24	233.67	259.72
Expenditure per ADA						
Current Dollars	2,508	3,895	3,732	4,113	4,428	4,659
1979 Dollars	2,508	2,724	2,556	2,680	2,753	2,754

(Percentages)

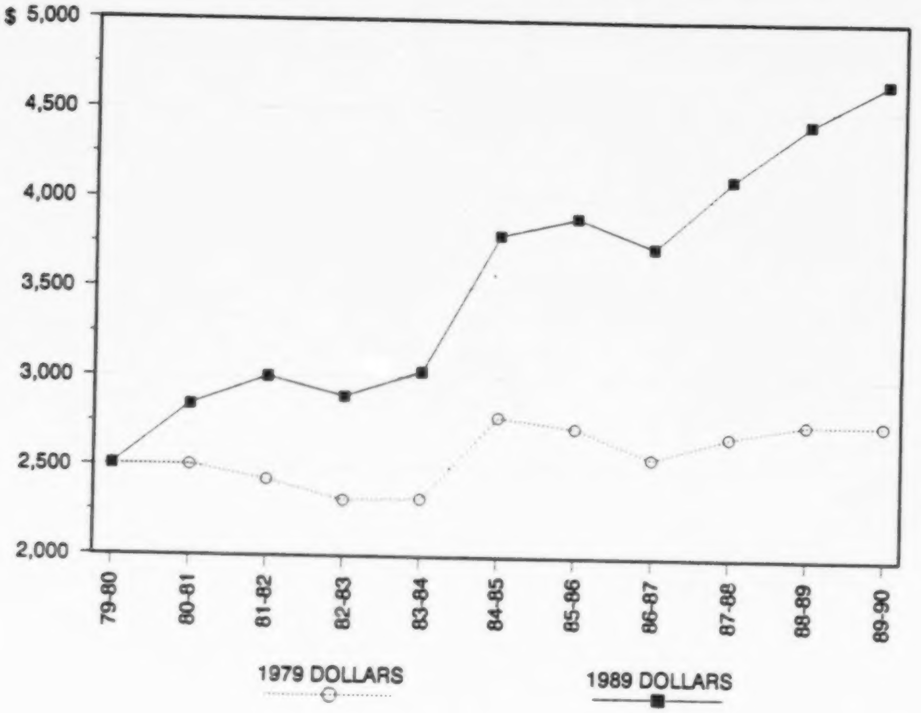
	1979-80	1985-86	1986-87	1987-88	1988-89	1989-90
Instruction	49.4	50.1	49.4	48.6	49.5	51.8
Instructional Support	3.7	3.0	3.1	3.3	3.0	2.9
Subtotal Instruction	53.2	53.1	52.5	51.9	52.6	54.7
Instructional Admin.(1)	4.1	7.9	8.1	8.4	8.2	6.5
Planning & Policy Making	3.3	2.7	2.7	2.8	3.3	3.1
Subtotal Administration	7.4	10.6	10.8	11.2	11.5	9.6
Admissions & Records	1.8	2.3	2.6	2.9	2.7	2.5
Counseling	3.9	3.6	3.7	3.9	4.2	4.3
Student Services	5.2	5.3	5.3	5.6	5.1	5.0
Physical Plant	12.4	11.4	12.0	12.1	11.2	11.4
Gen. Institutional Support	14.0	11.5	11.3	10.1	11.2	10.5
Community Services	1.8	1.6	1.2	1.4	1.0	1.2
Other Services & Operations	0.2	0.6	0.6	0.9	0.7	0.8
Subtotal Support Services	39.4	36.3	36.7	36.9	36.0	35.7
Total General Fund Expenditures	100.0	100.0	100.0	100.0	100.0	100.0

Source: Annual Financial and Budget Report to the California Community Colleges (CCFS-311), 1979-80 through 1989-90.

(1) Department chairs have been increasingly reported under Instructional Administration during this period, and uniformly so since 1984-85.

(2) Differs from amount available in Table 28 due to the exclusion of transfers to special funds.

FIGURE 30: GENERAL FUND EXPENDITURES PER ADA (AVERAGE DAILY ATTENDANCE) 1979-80 THROUGH 1989-90



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BASIC PROGRAM EXPENDITURES BY LOCATION

The Basic Program does not include categorical funding from agencies outside the District; it does include Instructional Television and the administrative costs of the Central Financial Aid Unit. With these restrictions, the total districtwide figure here is somewhat smaller than the total General Fund expenditure figure in Table 29. Department chairs, formerly included in the regular faculty, are listed this year between faculty and administrators. Employee benefits are actually charged to a single account with a District Office location. In past years they were prorated in this table to the various employment categories and "folded into" each personnel category expenditure. This year benefits are listed separately, prorated to the different colleges and the District Office, to give a more accurate portrayal of college personnel costs by location.

Overall district expenditures rose by only 2% over last year, well below the 5.2% consumer price index increase for the region. Total personnel costs rose slightly more than the overall figure, increasing their share of total District expenditures by one percentage point. City and Valley experienced the largest increases in overall expenditures, both well under 10%, while the District Office spent almost $3 million less in Plant Operations. Much of this reduction corresponded to space reductions at the downtown office, and the transfer of some functions to the campuses. At all locations, this year's expenditures reflect concerted efforts to reduce costs.

TABLE 31

BASIC PROGRAM EXPENDITURES BY LOCATION, 1989-90

(Millions of Dollars)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Office	District Total
Certificated Salaries											
Teaching,regular assignment	10.08	8.62	6.16	2.32	11.43	3.39	8.44	10.01	4.15	0.00	64.61
Teaching, hourly assignment	3.07	2.42	1.38	0.97	2.46	1.08	2.89	2.17	1.62	0.00	18.06
Department Chairs	0.62	0.61	0.44	0.37	0.81	0.36	0.42	0.68	0.33	0.00	4.63
Certificated Administrators	0.87	0.68	0.65	0.43	0.87	0.65	1.15	0.79	0.55	1.55	8.19
Other Certificated	1.02	0.91	0.66	0.37	1.12	0.58	0.91	1.16	1.03	0.35	8.12
Noncertificated Salaries											
Instructional Aides	0.73	0.55	0.41	0.11	0.92	0.33	0.63	0.61	0.29	0.00	4.58
Noninstructional Employees	5.19	4.26	3.04	1.54	4.61	2.54	5.21	4.78	3.22	9.62	44.01
Employee Benefits	3.65	2.93	2.35	1.08	4.04	1.60	3.45	3.71	1.91	2.14	26.86
Subtotal Personnel Costs	25.22	20.99	15.09	7.20	26.27	10.54	23.10	23.90	13.10	13.66	179.07
Books & Supplies	0.50	0.51	0.32	0.13	0.66	0.22	0.63	0.75	0.28	0.31	4.30
Plant Operations (1)	2.35	1.71	1.15	1.12	1.98	1.30	1.59	1.65	1.17	5.76	19.79
Subtotal Support Costs	2.85	2.22	1.47	1.25	2.63	1.52	2.22	2.40	1.45	6.08	24.09
Total Location Expenditures	28.08	23.21	16.56	8.45	28.90	12.06	25.31	26.31	14.54	19.74	203.15
	Percentages										
Certificated Salaries											
Teaching,regular assignment	35.9%	37.2%	37.2%	27.4%	39.6%	28.1%	33.3%	38.0%	28.5%	0.0%	31.8%
Teaching, hourly assignment	10.9	10.4	8.3	11.5	8.5	8.9	11.4	8.2	11.2	0.0	8.9
Department Chairs	2.2	2.6	2.7	4.4	2.8	3.0	1.7	2.6	2.2	0.0	2.3
Certificated Administrators	3.1	3.0	3.9	5.1	3.0	5.4	4.5	3.0	3.8	7.8	4.0
Other Certificated	3.6	3.9	4.0	4.4	3.9	4.8	3.6	4.4	7.1	1.8	4.0
Noncertificated Salaries/Benefits											
Instructional Aides	2.6	2.4	2.5	1.3	3.2	2.7	2.5	2.3	2.0	0.0	2.3
Noninstructional Employees	18.5	18.3	18.4	18.3	16.0	21.1	20.6	18.2	22.1	48.8	21.7
Employee Benefits	13.0	12.6	14.2	12.8	14.0	13.3	13.6	14.1	13.1	10.8	13.2
Subtotal Personnel Costs	89.8	90.4	91.1	85.2	90.9	87.4	91.2	90.9	90.1	69.2	88.1
Books & Supplies	1.8	2.2	1.9	1.6	2.3	1.8	2.5	2.9	1.9	1.6	2.1
Plant Operations (1)	8.4	7.4	7.0	13.2	6.8	10.8	6.3	6.3	8.0	29.2	9.7
Subtotal Support Costs	10.2	9.6	8.9	14.8	9.1	12.6	8.8	9.1	9.9	30.8	11.9
Total Location Expenditures	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Year End Financial Report F3010-001, Business Services Division. Includes Program 100 expenditures only, except as noted.

Note: Employee benefits, which are all charged to the District Office, are here prorated to each college, according to a formula established by the Budget Branch. District Office expenditures do not include districtwide supply, operations, equipment, and auditing accounts, and interfund transfers. They do include the Central Financial Aid administrative unit and Instructional Television.

(1) Includes expenditures on sites, buildings, equipment and insurance.

SPECIAL PURPOSE EXPENDITURES

This table covers programs that are not included in Program 100, but are nonetheless important components of regular college operations. Only one, Handicapped Services (DSPS) is funded categorically by the State. The Cafeteria, Bookstore and Community Services obtain most of their income from fees and sales revenue. Instructional Television and International Education have been administered directly from the District Educational Services Division, but WSCH generated by International Education is credited to Los Angeles City College.

Expenditures in Cafeteria and Community Services declined sharply early in the decade, as enrollment decreased and Community Services was mandated to become self-supporting. In 1989-90 cafeteria expenses were up 23%, mostly in personnel. Community Services rose by a fifth over the previous year. Bookstore and Child Development Center costs have increased in recent years, following enrollment recovery. International Education costs were by 14% over 1988-89, far less than the previous year's 48% expansion-driven increase. Handicapped Services has substantially increased spending on equipment and supplies over the past four years, while holding personnel costs down. Instructional Television changed the least of any special purpose program this year.

TABLE 32

SPECIAL PURPOSE EXPENDITURES, 1981-82 THROUGH 1989-90

(Thousands of Dollars)

	Bookstore	Cafeteria(2)	Child Development Centers	Community Services(3)	Handicap Services	Instructional Television(2	International Education(2)	Total
Salaries and Benefits								
1981-82	$1,870.8	$1,842.2	$1,513.9	$3,505.5	$1,971.0	$408.4	$126.6	$11,238.4
1982-83	1,931.7	1,779.4	1,339.5	2,096.3	1,708.2	330.1	131.3	9,316.5
1983-84	1,783.2	1,259.3	1,312.8	2,021.6	1,692.8	344.2	134.0	8,547.8
1984-85	2,322.0	1,503.0	1,553.0	2,019.0	2,003.4	385.0	139.0	9,924.4
1985-86	2,020.2	1,262.0	1,508.1	1,778.5	2,091.9	345.6	158.6	9,164.9
1986-87	1,831.5	1,206.8	1,507.4	1,554.6	1,904.8	342.9	153.6	8,501.6
1987-88	2,104.7	1,265.3	1,718.7	1,672.8	2,104.1	320.1	231.6	9,417.3
1988-89	2,392.3	1,328.4	1,878.6	1,621.4	2,227.2	382.9	319.8	10,150.6
1989-90	2,790.4	1,989.0	2,251.2	1,891.7	2,388.5	388.8	375.9	12,075.5
Other (1)								
1981-82	$8,364.6	$2,287.0	$175.7	$649.5	$44.9	$244.0	$12.6	$11,778.3
1982-83	9,058.1	2,075.7	133.9	865.3	28.2	129.7	7.2	12,298.1
1983-84	9,367.0	1,468.8	132.5	1,134.0	29.2	115.3	6.5	12,253.3
1984-85	8,584.0	1,426.0	57.0	1,421.0	25.0	137.0	8.0	11,658.0
1985-86	7,824.0	1,211.4	34.4	1,114.2	54.3	197.4	16.1	10,451.8
1986-87	9,913.5	1,285.0	31.9	774.4	50.4	158.8	17.4	12,231.4
1987-88	10,857.1	1,579.3	58.5	812.2	58.1	179.9	35.2	13,580.3
1988-89	11,850.3	1,386.4	59.1	828.0	67.9	192.3	73.9	14,457.9
1989-90	13,355.6	1,339.1	69.1	1,051.3	104.8	198.1	72.5	16,190.5
Total Expenditures								
1981-82	$10,235.4	$4,129.2	$1,689.6	$4,155.0	$2,015.9	$652.4	$139.2	$23,016.7
1982-83	10,989.8	4,274.5	1,473.4	2,961.5	1,736.4	536.2	162.4	22,134.3
1983-84	11,150.1	2,728.2	1,445.3	3,155.5	1,722.0	459.5	140.5	20,801.1
1984-85	10,906.0	2,929.0	1,610.0	3,440.0	2,028.4	522.0	147.0	21,582.4
1985-86	9,844.2	2,473.4	1,542.5	2,892.7	2,146.2	543.0	174.7	19,616.7
1986-87	11,745.0	2,491.8	1,539.3	2,329.0	1,955.2	501.7	171.0	20,733.0
1987-88	12,961.8	2,844.6	1,777.2	2,485.0	2,162.2	500.0	266.8	22,997.6
1988-89	14,242.6	2,714.8	1,937.7	2,449.4	2,295.1	575.2	393.7	24,608.5
1989-90	16,146.0	3,328.1	2,320.3	2,943.1	2,493.3	586.9	448.4	28,266.1

Source: Accounting by Object Report 3010-001 (Summary of Selected Programs), and Final Budget Report, Office of Budget and Management Analysis.

Notes:

(1) "Other" includes books and supplies, operating expenses, and sites, buildings and equipment.

(2) Fringe benefits not charged to program before 1989-90.

(3) In 1983-84, certificated salaries for Community Services were charged to Program 100 accounts.

SPECIAL STUDENT SERVICE EXPENDITURES

This table covers major areas of categorical funding that are student-service oriented but not vocational. The Veterans Program funding is entirely federal, and supports specialized counseling services; it does not give grants directly to veterans, who obtain funds directly from the Veterans Administration and not through the colleges. Financial Aid grants are dispensed by offices at the colleges, and are from both federal (Pell) and State (Cal Grant, Work Study) sources. EOP&S furnishes grants, specialized counseling and tutoring to special categories of disadvantaged students, and is overseen and funded by the State. Administrative costs for all three programs are borne by the District.

Also listed here is Special Project Grants, an anomalous category meant to include grants obtained by the colleges from various sources, this year including: the California Community Colleges Board of Governors; the California community College Fund; the Community College Foundation; the U.S. Departments of Agriculture, Education, and Health and Human Services; the City of Los Angeles Community Development Department: Lockheed Aeronautical Systems Company: the Kaiser Foundation; and others.

Financial Aid expenses have followed trends in enrollment, with a high point in 1980-81, followed by a 27% decline to 1985-86, and a subsequent recovery. Although this year's total is the highest ever, it is lower than 1980-81 in constant dollars. City, East and Trade-Tech, with large proportions of younger, single, full-time disadvantaged students, all disburse close to $2 million or more in financial aid. Southwest's grants surged to $1.2 million this year; despite its small enrollment, it has a large number of eligible students. Mission and West have the smallest programs, with greater shares of older, working, part-timers, thus showing the lowest costs.

EOP&S expenditures have not kept pace with enrollment changes; its overall trend in expenditures has been downward in real terms since the beginning of the decade. City experienced by far the biggest increase this year, over $100,000, with a smaller relative increase in the number of students served. Declines at Southwest and Valley reversed upward trends in EOP&S expenditures; both these programs served more students with less money, whereas Pierce's program served fewer students with greater expenditures.

The Veterans program served 36% fewer students with 39% less funding districtwide this year. VEOP funding increased only at Southwest and Trade-Tech; at the latter college it almost doubled, while serving fewer students. The extent of veteran's services is not always tangible and reflected in costs: City provided special services to over a hundred veterans while spending less than two thousand dollars. This program has been discontinued at East and West.

The continued increase in Special Project Grants funds reflects the growing emphasis on fundraising and development at the college level. This year's districtwide total was 24% greater than in 1988-89, although the grants were obtained from a smaller range of providers. They include Title III grants to City and Southwest.

TABLE 33

SPECIAL STUDENT SERVICE EXPENDITURES AND SPECIAL PROJECT GRANTS BY COLLEGE

1978-79 THROUGH 1989-90

(Thousands of Dollars)

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Financial Aid										
1978-79	2,280.9	1,059.4	328.4	171.5	538.9	1,212.1	2,738.2	599.6	786.6	9,715.6
1980-81	2,416.6	1,381.5	408.1	167.5	605.4	1,589.4	2,142.5	692.5	834.2	10,237.6
1985-86	1,719.0	1,116.8	385.4	168.7	668.7	814.6	1,456.8	637.9	471.3	7,439.2
1986-87	1,859.4	1,092.8	387.7	206.6	739.3	741.1	1,641.2	704.9	445.3	7,818.3
1987-88	2,391.8	1,259.9	613.2	260.8	1,076.4	845.5	2,142.0	774.9	620.2	9,984.7
1988-89	2,072.2	1,686.8	639.2	304.8	879.0	900.5	2,072.5	797.7	585.6	9,932.3
1989-90	2,588.1	1,916.1	714.1	299.8	916.2	1,206.6	2,100.5	890.9	724.1	11,356.4
Extended Opportunity Programs and Services (EOP&S)										
1978-79	423.4	348.3	181.3	139.5	147.4	399.6	365.9	133.2	291.5	2,430.0
1980-81	786.3	377.2	198.0	154.3	153.0	590.0	416.5	286.5	386.2	3,348.0
1985-86	870.3	414.8	151.4	190.2	176.8	515.7	472.6	266.6	280.8	3,339.2
1986-87	717.9	411.7	146.9	184.5	171.5	548.6	458.4	258.6	303.2	3,201.3
1987-88	719.4	402.7	158.0	193.4	192.7	558.2	465.0	259.2	308.8	3,257.4
1988-89	744.7	401.0	151.0	192.1	158.5	566.1	446.0	269.3	314.0	3,242.6
1989-90	848.2	403.7	167.5	209.8	210.9	539.7	472.3	245.7	328.2	3,426.1
Veterans' Educational Outreach Program (VEOP) (1)										
1978-79	60.1	55.7	43.0	7.9	32.1	18.6	74.8	41.8	19.4	353.5
1980-81	41.3	48.4	24.8	4.3	14.8	13.9	45.3	23.1	11.9	227.8
1985-86	12.1	0.0	10.9	0.5	5.2	5.3	8.6	4.5	1.8	49.0
1986-87	12.1	0.0	12.1	0.8	6.0	4.3	4.7	5.0	1.6	46.6
1987-88	45.7	0.0	7.4	1.5	6.3	10.9	4.2	4.1	0.0	80.1
1988-89	24.5	0.0	8.6	5.8	4.2	11.3	5.3	3.4	0.0	63.1
1989-90	1.8	0.0	0.1	5.0	3.3	12.9	12.9	2.8	0.0	38.8
Special Project Grants										
1978-79	58.8	639.6	311.0	43.0	28.4	64.0	33.4	137.3	0.0	1,315.6 (2)
1980-81	71.3	1,054.1	117.4	223.9	45.3	64.7	122.7	217.2	28.5	1,945.1
1985-86	265.2	1,210.2	191.5	18.8	14.4	516.9	3.0	9.0	35.1	2,264.1
1986-87	243.9	1,095.1	11.0	38.8	0.0	607.0	0.0	8.9	23.6	2,028.3
1987-88	331.1	1,151.6	28.8	88.8	13.2	702.8	3.5	17.6	251.8	2,599.9 (3)
1988-89	1,005.8	1,403.5	68.1	243.1	55.2	676.2	32.4	5.5	182.8	3,693.1 (4)
1989-90	651.4	2,192.0	12.5	161.5	6.7	1,252.7	107.5	20.8	99.8	4,575.6 (5)

Source: Data has been provided by various sources within the Los Angeles Community Colleges. In the categories of Financial Aid and EOP&S, the funding agencies determine college and central administrative office allocations, and, in the case of EOP&S, the college allocations.

(1) Prior to 1987-88, was known as Veterans Cost of Instruction Program (VCIP). VEOP is now discontinued at East and West.

(2) Includes a $14,000 "Project with Industry" grant to the District Offices.

(3) Includes a $21,000 grant awarded to the District Office.

(4) Includes a $20,600 grant to the District Office.

(5) Includes $70,600 in grants administered through the District Office.

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SPECIAL VOCATIONAL FUNDS BY LOCATION

All the funds included in this table go to support vocationally-oriented student services or instructional programs. Most of the funding is federal in origin, but is awarded and audited through state and local agencies. Some colleges apply for grants on an individual basis, but over the past ten years 82% of all vocational funds have been received and awarded through the District Educational Services Division. This year, 81% of special vocational funds were processed by the Division's Office of Occupational and Technical Education. The amounts listed are those awarded by the funding agencies during the fiscal year. They do not represent expenditures, or funds available at the beginning of the year, since some grants are meant to be spent over a span of several years.

Employment training funds give support to programs that provide on-the-job training in occupational fields. They are awarded on a yearly basis, and administered in close collaboration with local agencies or private industry. Currently, the greatest share comes from the federal Job Training Partnership Act (JTPA), whose funding is obtained through the State Chancellor's Office. Other major sources are Greater Avenues to Independence (GAIN), through the Los Angeles County Department of Public Social Services, and excess costs funds, obtained through the State Department of Finance to supplement JTPA. These funds are mostly distributed by the District, but colleges obtain some JTPA grants directly. Funds from the Employment Training Panel (ETP) and Employment Based Training (EBT), both State programs, are dispensed directly to colleges by the State Chancellor's Office. State vocational programs were scaled back in the mid-80s, contributing to an overall decline in employment training support. After a sharp increase in 1988-89, total employment training awards fell back to below $3 million this year, 54% below its level in 1984-85. The 1989-90 reduction in employment training funds amounted to most of the 22% decrease in vocational funding from all sources.

All but a small fraction of the federal Vocational Education Act (VEA) funds are awarded to the District by the State Chancellor's Office. They are administered and distributed according to formulas applied to various student categories (i.e., handicapped, disadvantaged, single parents, etc.). These groups are delineated at the District level according to guidelines developed for the State Vocational Education Data System (VEDS). Since the passage of the Perkins Act in 1985, the emphasis in VEA funding has shifted from support of instructional programs to specialized student services. Only five percent of this year's VEA funding was acquired directly by the colleges through the State Chancellor's Office. The rest was allocated and distributed through the Office of Occupational and Technical Education.

Trends in District-allocated VEA funds have followed trends in overall enrollment, as yearly awards declined in the early 80s, and have recovered slightly since 1984-85. But in 1989-90, District grants fell off 7%. And VEA funding in constant dollars remains well below levels at the beginning of the decade.

TABLE 34

SPECIAL VOCATIONAL FUNDS BY LOCATION

1980-81 THROUGH 1989-90

(Thousands of Dollars)

Fund Categories	City	East	Harbor	Mission	Pierce	Southwest	Trade-Tech	Valley	West	District Admin.	District
Employment Training (1)											
1978-79	$235.0	$2.0	$1.0	$0.8	$2.5	$1.3	$0.0	$1.0	$5.0	$0.0	$248.5
1979-80	215.1	162.2	1.7	1.1	1.2	388.1	810.3	482.1	4.1	0.0	2,065.9
1980-81	247.5	1.8	91.7	1.2	3.0	1.5	1.2	155.6	2.7	0.0	506.2
1981-82	269.3	2.5	0.8	1.0	2.9	1.6	1.6	0.0	100.0	2,906.9	3,286.6
1982-83	306.9	2.6	221.9	1.3	91.8	2.0	354.8	0.0	39.0	4,000.0	5,020.2
1983-84	845.7	384.1	73.1	1.4	2.8	2.5	287.9	0.0	2.6	5,000.0	6,600.1
1984-85	618.7	423.4	205.8	0.8	2.0	0.8	88.2	1.2	3.6	5,000.0	6,344.5
1985-86	486.3	3.6	130.0	0.8	2.4	41.5	3.6	1.2	2.4	62.0	733.8
1986-87	802.7	31.1	56.0	0.0	276.9	84.7	110.7	196.0	200.0	486.5	2,244.6
1987-88	324.5	230.2	176.0	0.0	0.0	251.4	0.0	0.0	0.0	0.0	982.1
1988-89	403.2	0.0	46.1	80.0	73.1	0.0	74.6	0.0	222.7	3,586.7	4,486.4
1989-90	279.6	85.2	80.0	580.0	0.0	20.0	0.0	3.0	0.0	1,884.9	2,932.8
Total	$5,034.5	$1,328.6	$1,084.0	$668.3	$458.6	$795.4	$1,733.0	$840.1	$582.1	$22,927.0	$35,451.6
Vocational Education Act - Special Project Grants (2) and state vocational grants											
1978-79	$60.0	$0.0	$5.5	$0.0	$66.0	$0.0	$0.0	$0.0	$0.0	$0.0	$131.4
1979-80	50.0	0.0	0.0	0.0	243.1	0.0	0.0	0.0	0.0	0.0	293.1
1980-81	14.1	0.0	65.0	0.0	200.0	0.0	0.0	25.0	0.0	0.0	304.1
1981-82	0.0	0.0	20.0	0.0	15.0	0.0	0.0	0.0	0.0	0.0	35.0
1982-83	1.4	1.4	1.4	1.4	1.4	161.4	1.4	1.4	1.4	0.0	172.7
1983-84	0.0	0.0	0.0	6.5	0.0	0.0	6.5	0.0	0.0	0.0	13.0
1984-85	0.0	0.0	0.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0	10.0
1985-86	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1986-87	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.9	0.0	0.0	4.9
1987-88	24.0	0.0	0.0	0.0	6.7	0.0	0.0	0.0	0.0	67.0	97.7
1988-89	83.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	229.0	312.0
1989-90	0.0	0.0	78.0	24.3	32.6	0.0	25.0	0.0	0.0	110.3	270.1
Total	$232.5	$1.4	$169.8	$32.2	$574.8	$161.4	$32.9	$31.3	$1.4	$406.3	$1,644.0
Total Direct Awards											
1978-79	$295.0	$2.0	$6.5	$0.8	$68.5	$1.3	$0.0	$1.0	$5.0	$0.0	$380.0
1979-80	265.1	162.2	1.7	1.1	244.3	388.1	810.3	482.1	4.1	0.0	2,359.0
1980-81	261.6	1.8	156.7	1.2	203.0	1.5	1.2	180.6	2.7	0.0	810.2
1981-82	269.3	2.5	20.8	1.0	17.9	1.6	1.6	0.0	100.0	2,906.9	3,321.6
1982-83	308.3	4.0	223.3	2.7	93.2	163.4	356.2	1.4	40.4	4,000.0	5,193.0
1983-84	845.7	384.1	73.1	7.9	2.8	2.5	294.4	0.0	2.6	5,000.0	6,613.1
1984-85	618.7	423.4	205.8	0.8	12.0	0.8	88.2	1.2	3.6	5,000.0	6,354.5
1985-86	486.3	3.6	130.0	0.8	2.4	41.5	3.6	1.2	2.4	62.0	733.8
1986-87	802.7	31.1	56.0	0.0	276.9	84.7	110.7	200.9	200.0	486.5	2,249.5
1987-88	348.5	230.2	176.0	0.0	6.7	251.4	0.0	0.0	0.0	67.0	1,079.8
1988-89	486.2	0.0	46.1	80.0	73.1	0.0	74.6	0.0	222.7	3,815.7	4,798.4
1989-90	279.6	85.2	158.0	604.3	32.6	20.0	25.0	3.0	0.0	1,995.2	3,202.9
Total	$5,266.9	$1,330.1	$1,253.8	$700.5	$1,033.4	$956.8	$1,765.9	$871.4	$583.5	$23,333.3	$37,095.7

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TABLE 34 (CONTINUED)

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Admin.	District
Funds Allocated by the District (Perkins Vocational Education Act and Previous VEA Funding)											
1978-79	$277.4	$277.0	$230.4	$202.0	$424.3	$236.8	$660.9	$322.6	$248.4	$388.9	$3,268.8
1979-80	308.5	224.7	203.2	197.2	284.7	190.1	670.5	315.4	313.9	248.7	2,957.0
1980-81	318.0	255.7	232.1	176.2	300.7	208.9	597.0	238.9	241.2	749.1	3,317.8
1981-82	296.3	306.3	291.6	283.1	308.4	222.7	820.5	196.8	179.2	636.4	3,541.3
1982-83	290.0	220.2	215.8	149.6	316.6	216.1	735.1	242.8	165.8	327.3	2,879.3
1983-84	238.1	180.3	180.5	144.7	291.3	137.8	612.9	251.8	135.7	621.7	2,794.8
1984-85	280.1	176.3	197.5	147.2	295.0	216.0	600.2	237.7	116.2	566.8	2,833.0
1985-86	355.5	224.8	207.6	153.2	381.9	219.6	604.8	289.6	161.5	631.5	3,230.0
1986-87	381.5	278.3	194.6	141.2	327.5	151.5	637.1	324.7	208.1	454.1	3,098.6
1987-88	432.7	332.7	208.1	139.5	356.9	175.8	725.2	342.7	225.9	516.5	3,456.0
1988-89	462.8	349.1	224.3	163.2	368.1	195.2	753.9	379.0	254.1	340.3	3,490.0
1989-90	432.5	325.9	210.9	148.3	350.1	182.9	715.3	345.2	243.7	304.9	3,259.7
Total	$4,073.4	$3,151.3	$2,596.6	$2,045.4	$4,005.5	$2,353.4	$8,133.5	$3,487.2	$2,493.8	$5,786.2	$38,126.2
Grand Total											
1978-79	$572.4	$279.0	$236.8	$202.7	$492.8	$238.1	$660.9	$323.6	$253.4	$388.9	$3,648.8
1979-80	573.6	386.9	204.9	198.3	528.9	578.2	1,480.9	797.5	318.0	248.7	5,316.0
1980-81	579.6	257.5	388.8	177.4	503.7	210.4	598.2	419.5	243.9	749.1	4,128.0
1981-82	565.6	308.8	312.4	284.1	326.3	224.3	822.1	196.8	279.2	3,543.3	6,862.9
1982-83	598.3	224.2	439.1	152.3	409.8	379.5	1,091.3	244.2	206.2	4,327.3	8,072.3
1983-84	1,083.8	564.4	253.6	152.6	294.1	140.3	907.3	251.8	138.3	5,621.7	9,407.9
1984-85	898.8	599.7	403.3	148.0	307.0	216.8	688.4	238.9	119.8	5,566.8	9,187.5
1985-86	841.8	228.4	337.6	154.0	384.3	261.1	608.4	290.8	163.9	693.5	3,963.8
1986-87	1,184.2	309.4	250.6	141.2	604.4	236.2	747.8	525.6	408.1	940.6	5,348.1
1987-88	781.2	562.9	384.1	139.5	363.6	427.2	725.2	342.7	225.9	583.5	4,535.8
1988-89	949.0	349.1	270.4	243.2	441.2	195.2	828.5	379.0	476.8	4,156.0	8,288.4
1989-90	712.1	411.1	368.9	752.6	382.7	202.9	740.3	348.2	243.7	2,300.1	6,462.6
Total	$9,340.3	$4,481.4	$3,850.4	$2,745.9	$5,038.9	$3,310.2	$9,899.4	$4,358.6	$3,077.3	$29,119.5	$75,221.9

Sources: Office of Occupational and Technical Education, Los Angeles Community College Distirct. For the awards totaled here the funding agencies determine college and central administrative office allocations. Although some awards are for multiple years, the total amount of each award is tabulated for the fiscal year in which the program began.

(1) Includes Comprehensive Employment Training Act (CETA) prior to 1983-84, the Joint Training Partnership Act (JTPA), California Worksite Education and Training Act (CWETA) awards from 1980-81 through 1982-83,the Employment Training Panel (ETP), and the Employment Based Training Program, California Community Colleges (EBT was Investment in People or IIP until 1983-84). Also includes GAIN, Second Start and miscellaneous employment-based funding.

(2) VEA Subparts 2 through 5, 1978-79 through 1985-86 and Vocational Education Special Project Grants.

PERSONNEL DISTRIBUTION

Federal and state civil rights legislation require the District to maintain continuing commitment to affirmative action personnel policies. All colleges and the District Office have established percentage goals for each employee category to make ethnic and gender distributions more closely reflect those in the service area population. These goals, designated as benchmarks, were established in 1982, and are listed in Table 35.1. The percentages listed for each fiscal year represent personnel distribution as of the 04 pay period, which is in October. Data from this pay period is used to generate the annual District Affirmative Action Report.

There are obvious discrepancies between the benchmarks and the service area population (SAP) percentages listed in Table 35.2, which represent the estimated ethnic breakdown of each college service area and the District as a whole. The largest Hispanic employment goal, the 18% allocated for four classified categories, is little more than half of the actual 33.5% Hispanic percentages of District area college-age residents. The Hispanic share of District personnel is 12%, about a third of the area percentage. Hispanic employees are below even the benchmarks in Professional/Non-Faculty, Technical/Paraprofessional and Service/Maintenance. Asians and blacks exceed their benchmarks in all categories except skilled crafts, and both are employed at higher rates overall than their districtwide population percentage. Employees in the Other category, which consists mainly of American Indians and Alaska Natives, are at less than half their area rate, are below benchmarks in full-time faculty and service/maintenance, and are totally absent fron professional/non-faculty.

Females have not attained their benchmark goals in administration, hourly faculty, and service/maintenance, and are absent from skilled crafts. Their percentage of employment in all categories has increased at a slower rate than minorities.

This year District employment rose by 122 persons overall, with increases in part-time faculty, secretarial-clerical, skilled crafts and service\maintenance. Net losses occurred in all other categories. The total number of District employees has risen to surpass its 1984 level, although there are significantly fewer full-time faculty, administrators, and maintenance personnel than were employed five years ago.

TABLE 35.1

PERSONNEL DISTRIBUTION BY EMPLOYMENT CATEGORY, SEX AND ETHNICITY

1980 THROUGH 1989 (Percentages)

Category	Asian		Black		Hispanic		White		Other		Total Female	Total Minority	Total	
	M	F	M	F	M	F	M	F	M	F			%	No.
Executive/Admin./Managerial														
Benchmark	4		10		10				.5		38			
1980-81	6.3	0.8	11.8	8.7	7.9	0.8	50.8	12.6	0.0	0.4	23.2	36.6	100.0	254
1985-86	4.9	1.2	13.0	11.1	13.0	1.9	39.5	14.2	0.6	0.6	29.0	46.3	100.0	166
1986-87	5.2	1.3	11.6	10.3	12.3	1.9	40.6	15.5	0.6	0.6	29.7	43.9	100.0	155
1987-88	6.4	0.7	12.1	9.2	12.8	1.4	41.1	14.9	0.7	0.7	27.0	44.0	100.0	141
1988-89	6.5	0.6	13.0	9.1	14.9	1.9	39.0	14.3	0.0	0.6	26.6	46.8	100.0	154
1989-90	6.8	0.7	11.0	10.3	13.7	2.7	39.0	15.1	0.0	0.7	29.5	45.9	100.0	146
Faculty/Instructors:														
Benchmark	4		10		10				.5		40			
Full-Time														
1980-81	2.0	2.4	3.7	5.3	4.8	2.9	49.9	29.1	0.2	0.0	39.5	21.0	100.0	2,145
1985-86	2.6	2.8	4.9	6.3	5.0	2.1	48.0	28.2	0.1	0.1	40.6	25.2	100.0	1,916
1986-87	2.8	2.7	4.9	6.1	5.1	3.3	47.5	27.6	0.1	0.1	39.7	25.0	100.0	1,847
1987-88	2.8	2.7	4.8	6.2	5.6	3.5	47.0	27.7	0.1	0.1	40.2	25.3	100.0	1,820
1988-89	2.9	3.0	5.1	6.6	5.0	3.9	45.4	27.9	0.1	0.1	41.5	26.7	100.0	1,876
1989-90	3.4	3.0	5.3	6.6	5.7	4.1	44.2	27.6	0.1	0.1	41.5	28.2	100.0	1,820
Hourly														
1980-81	3.0	1.6	7.6	4.8	4.7	2.0	54.6	20.9	0.2	0.3	29.5	24.4	100.0	1,925
1985-86	4.2	1.6	6.9	4.0	4.7	4.0	51.4	23.0	0.1	0.1	40.6	25.2	100.0	1,512
1986-87	4.2	1.5	6.8	3.6	4.6	3.0	52.3	23.5	0.2	0.2	31.9	24.2	100.0	1,381
1987-88	4.2	1.4	6.9	3.8	4.1	3.3	52.7	22.4	0.2	0.2	31.2	24.9	100.0	1,881
1988-89	4.0	2.5	6.7	4.1	5.6	3.7	47.3	25.4	0.2	0.4	36.2	27.3	100.0	1,845
1989-90	4.6	2.8	6.6	4.5	5.2	2.9	48.6	24.2	0.2	0.3	34.7	27.1	100.0	1,881
Professional/Non-Faculty														
Benchmark	4		10		10				.5		40			
1980-81	11.9	9.4	5.0	0.6	2.5	1.3	40.3	28.3	0.0	0.6	40.3	31.4	100.0	159
1985-86	11.8	12.4	7.5	3.1	4.3	2.5	31.1	27.3	0.0	0.0	45.3	41.6	100.0	175
1986-87	12.6	12.6	8.2	1.3	5.7	1.9	30.8	27.0	0.0	0.0	42.8	42.1	100.0	159
1987-88	13.3	13.9	9.4	6.1	3.3	3.3	26.7	23.9	0.0	0.0	47.2	49.4	100.0	180
1988-89	11.4	13.9	7.9	8.9	4.5	2.0	25.2	26.2	0.0	0.0	51.0	48.5	100.0	202
1989-90	13.6	15.1	8.0	7.0	4.0	3.0	24.1	25.1	0.0	0.0	50.3	50.8	100.0	199
Secretarial/Clerical														
Benchmark	4		11		18				.5		40			
1980-81	1.9	10.2	5.7	23.2	2.9	9.6	6.4	39.4	0.3	0.5	85.2	53.2	100.0	1,388
1985-86	2.2	11.8	4.1	23.5	4.0	10.6	6.2	36.3	0.2	1.1	83.3	57.6	100.0	939
1986-87	2.1	12.4	4.2	23.5	3.2	12.0	6.0	35.5	0.1	1.1	84.4	58.5	100.0	1,020
1987-88	4.3	13.2	3.9	22.4	3.7	12.3	6.4	32.8	0.2	0.8	81.6	60.8	100.0	1,102
1988-89	4.5	11.7	5.2	22.4	3.3	14.2	5.7	32.2	0.2	0.6	81.0	62.1	100.0	1,107
1989-90	5.2	12.5	5.5	21.5	4.2	15.0	5.6	29.9	0.1	0.6	79.5	64.5	100.0	1,222

Continued on next page.

TABLE 35.1 (CONTINUED)

Category	Asian		Black		Hispanic		White		Other		Total Female	Total Minority	Total	
	M	F	M	F	M	F	M	F	M	F			%	No.
Technical/Paraprofessional														
Benchmark	4		11		18				.5		35			
1980-81	6.9	3.3	8.7	6.9	8.0	3.3	33.7	29.0	0.4	0.0	42.4	37.3	100.0	276
1985-86	8.0	6.8	8.0	6.8	6.3	1.7	29.5	31.6	0.4	0.8	47.7	38.8	100.0	248
1986-87	7.4	6.5	6.5	6.5	5.7	1.3	32.2	33.9	0.0	0.0	48.3	33.9	100.0	230
1987-88	9.1	7.8	10.3	6.2	5.8	1.6	30.9	28.4	0.0	0.0	44.0	40.7	100.0	243
1988-89	10.0	9.3	8.2	6.0	7.8	3.2	29.2	26.0	0.0	0.4	44.8	44.8	100.0	281
1989-90	9.9	8.0	9.1	5.5	8.4	2.9	28.1	27.4	0.0	0.7	44.5	44.5	100.0	274
Skilled Crafts														
Benchmark	4		11		18				.5		5			
1980-81	6.5	0.0	8.1	0.0	12.2	0.0	71.5	0.0	1.6	0.0	0.0	28.5	100.0	123
1985-86	3.5	0.0	11.8	0.0	17.6	0.0	65.9	0.0	1.2	0.0	0.0	34.1	100.0	89
1986-87	2.4	0.0	10.7	0.0	19.0	0.0	66.7	0.0	1.2	0.0	0.0	33.3	100.0	84
1987-88	3.5	0.0	11.6	0.0	22.1	0.0	61.6	0.0	1.2	0.0	0.0	38.4	100.0	86
1988-89	3.2	0.0	9.7	0.0	21.5	0.0	64.5	0.0	1.1	0.0	0.0	35.5	100.0	93
1989-90	3.0	0.0	9.0	1.0	20.0	0.0	66.0	0.0	1.0	0.0	1.0	34.0	100.0	100
Service/Maintenance														
Benchmark	4		11		18				.5		40			
1980-81	2.1	0.9	33.7	13.1	7.3	2.3	28.3	11.7	0.5	0.1	28.1	60.0	100.0	887
1985-86	2.3	0.6	34.9	12.5	10.7	2.1	28.0	9.0	0.0	0.0	24.2	63.0	100.0	716
1986-87	2.8	0.7	35.1	11.9	10.6	2.6	27.7	8.6	0.0	0.0	23.9	63.8	100.0	687
1987-88	3.3	0.7	34.3	12.9	9.0	3.2	28.6	8.0	0.0	0.0	24.8	63.5	100.0	690
1988-89	3.9	0.6	36.1	12.1	10.0	3.7	26.4	7.0	0.3	0.0	23.4	66.6	100.0	701
1989-90	3.9	0.5	36.0	12.0	10.3	4.6	26.1	6.2	0.3	0.0	23.4	67.7	100.0	739
TOTAL														
1980-81	3.0	3.6	9.4	9.6	5.0	3.6	39.6	25.7	0.3	0.2	42.7	34.7	100.0	7,157
1985-86	3.5	4.1	9.6	9.4	5.9	4.0	38.1	25.1	0.2	0.3	42.8	36.9	100.0	5,761
1986-87	3.5	4.3	9.4	9.3	5.8	4.5	37.6	25.2	0.1	0.3	43.6	37.2	100.0	5,563
1987-88	4.2	4.7	9.4	9.5	5.6	4.9	37.1	24.1	0.2	0.3	43.5	38.8	100.0	5,698
1988-89	4.3	4.6	9.5	9.3	6.1	5.5	35.5	24.7	0.2	0.3	44.4	39.8	100.0	6,259
1989-90	4.8	5.0	9.7	9.4	6.3	5.7	34.9	23.8	0.1	0.3	44.2	41.3	100.0	6,381

Source: Data Processing Report B1842, Workforce Analysis, Office of Affirmative Action Programs and Services.

Note: Data are from the October (04) pay period of each fiscal year.

TABLE 35.2

PERSONNEL DISTRIBUTION BY LOCATION, SEX AND ETHNICITY, 1986 THROUGH 1989

(Percentages)

	Year	Asian		Black		Hispanic		White		Other		Total Female	Total Minority	Total	
		M	F	M	F	M	F	M	F	M	F			%	No.
City	1986-87	4.7	5.8	8.7	12.5	5.5	4.1	38.0	20.7	0.0	0.0	43.1	41.3	100.0	813
	1987-88	6.8	5.7	9.1	12.1	4.7	3.6	37.5	20.6	0.0	0.0	42.0	41.9	100.0	795
	1988-89	6.4	6.2	9.1	11.5	5.3	3.0	37.1	21.0	0.1	0.2	42.0	41.9	100.0	903
	1989-90	7.5	6.7	9.7	11.5	5.5	2.9	35.0	20.9	0.1	0.2	42.3	44.1	100.0	963
	1989 SAP		13.6		5.0		34.9		44.0		2.5		56.0		
East	1986-87	5.1	7.4	5.4	2.6	15.1	12.3	33.6	17.9	0.3	0.3	40.5	48.5	100.0	664
	1987-88	6.3	7.6	5.7	2.9	15.2	13.3	32.2	16.1	0.3	0.3	40.3	51.7	100.0	683
	1988-89	6.0	6.9	5.6	3.5	15.4	13.3	32.9	15.7	0.3	0.3	39.7	51.4	100.0	712
	1989-90	6.4	7.6	5.4	3.3	15.0	14.3	31.5	16.1	0.3	0.1	41.4	52.5	100.0	734
	1989 SAP		8.2		0.9		70.1		20.0		0.8		80.0		
Harbor	1986-87	3.2	4.7	9.5	7.1	4.1	4.3	37.7	28.9	0.0	0.4	45.5	33.4	100.0	464
	1987-88	3.5	6.5	8.6	7.1	3.1	5.6	37.6	27.6	0.0	0.4	47.2	34.9	100.0	479
	1988-89	3.9	4.9	8.8	6.5	3.2	6.5	35.3	30.8	0.0	0.2	48.9	34.0	100.0	536
	1989-90	4.4	5.7	9.1	5.9	3.6	7.0	36.2	27.9	0.0	0.2	46.7	35.9	100.0	527
	1989 SAP		9.9		12.6		25.6		50.8		1.1		49.2		
Mission	1986-87	1.4	2.3	4.7	4.2	7.5	8.9	34.6	35.5	0.0	0.9	51.9	29.9	100.0	214
	1987-88	2.3	3.6	5.0	4.1	6.4	11.4	32.3	34.1	0.0	0.9	54.1	33.6	100.0	220
	1988-89	2.3	3.8	3.2	4.7	8.4	15.1	29.1	32.3	0.3	0.9	56.7	38.7	100.0	344
	1989-90	1.9	3.5	2.9	3.8	9.2	15.6	30.6	31.5	0.3	0.6	55.1	37.9	100.0	314
	1989 SAP		4.1		6.4		32.9		55.7		0.9		44.3		
Pierce	1986-87	2.0	1.0	4.3	1.2	2.0	1.7	50.2	37.3	0.0	0.1	41.4	12.4	100.0	806
	1987-88	2.3	0.7	3.9	1.4	2.0	1.7	51.4	36.5	0.0	0.1	40.4	12.2	100.0	839
	1988-89	0.9	1.5	4.6	1.7	2.2	2.1	48.3	36.9	0.1	0.3	42.6	14.8	100.0	861
	1989-90	2.6	2.0	4.2	2.0	2.8	2.8	47.4	35.7	0.1	0.4	42.9	16.9	100.0	899
	1989 SAP		4.2		1.6		10.1		83.1		1.0		16.9		
Southwest	1986-87	2.9	1.3	31.2	36.0	1.9	1.6	14.3	10.2	0.3	0.3	49.4	75.5	100.0	314
	1987-88	3.5	1.8	28.9	37.5	1.8	1.5	14.5	10.3	0.3	0.0	51.0	75.2	100.0	339
	1988-89	2.9	2.9	25.5	33.8	2.2	2.2	16.8	13.4	0.2	0.0	52.3	69.8	100.0	411
	1989-90	3.6	1.4	27.6	34.7	2.9	1.9	16.9	10.9	0.2	0.0	48.9	72.2	100.0	421
	1989 SAP		5.9		65.0		20.7		7.8		0.6		92.2		
Trade-Tech	1986-87	3.8	2.6	16.7	15.2	7.9	4.1	34.3	15.3	0.1	0.1	37.3	50.4	100.0	738
	1987-88	4.8	3.3	16.4	16.1	7.8	3.4	33.7	14.4	0.1	0.0	37.3	51.9	100.0	757
	1988-89	5.1	4.0	16.4	15.0	7.6	3.5	32.7	15.5	0.1	0.0	38.1	51.8	100.0	792
	1989-90	5.3	4.0	16.3	16.0	8.5	4.0	30.7	15.0	0.1	0.0	39.1	54.2	100.0	804
	1989 SAP		8.3		34.2		48.4		8.1		1.0		91.9		
Valley	1986-87	1.2	1.6	4.6	1.6	4.2	2.7	47.9	36.1	0.0	0.3	42.2	16.1	100.0	746
	1987-88	1.1	1.7	4.5	2.0	4.5	3.6	47.2	35.4	0.0	0.1	42.8	17.4	100.0	759
	1988-89	1.5	1.9	4.9	1.8	5.4	4.3	45.9	34.0	0.3	0.3	42.1	20.1	100.0	800
	1989-90	1.8	2.3	4.6	1.8	5.3	4.8	46.4	32.4	0.1	0.4	41.7	21.1	100.0	829
	1989 SAP		4.3		2.1		20.1		72.3		1.2		27.7		
West	1986-87	3.3	3.3	11.4	12.6	1.9	0.9	40.0	25.9	0.5	0.2	43.0	34.1	100.0	428
	1987-88	3.0	3.7	13.1	11.2	2.6	1.6	39.1	24.4	0.7	0.5	41.5	36.5	100.0	427
	1988-89	2.8	4.0	14.2	10.4	2.8	2.4	35.8	26.8	0.4	0.4	44.0	37.4	100.0	500
	1989-90	3.6	3.8	15.2	11.1	2.4	2.3	35.1	26.1	0.2	0.4	43.5	38.8	100.0	533
	1989 SAP		6.5		20.9		14.5		56.7		1.4		43.3		

Continued on Next Page

TABLE 35.2 (CONT.)

	Year	Asian		Black		Hispanic		White		Other		Total Female	Total Minority	Total	
		M	F	M	F	M	F	M	F	M	F			%	No.
District Office	1986-87	8.0	15.4	6.1	14.9	5.9	6.4	21.3	20.5	0.5	1.1	58.2	58.2	100.0	376
	1987-88	8.0	15.8	7.0	15.0	6.0	7.5	21.0	18.0	0.5	1.3	57.5	61.0	100.0	400
	1988-89	11.0	13.8	8.0	15.5	7.5	8.0	19.3	16.3	0.0	0.8	54.3	64.5	100.0	400
	1989-90	12.3	16.8	7.0	16.0	7.3	7.8	16.2	15.7	0.0	0.8	57.1	68.1	100.0	357
TOTAL	1986-87	3.5	4.3	9.4	9.3	5.8	4.5	37.6	25.2	0.1	0.3	43.6	37.2	100.0	5,563
	1987-88	4.2	4.7	9.4	9.5	5.6	4.9	37.1	24.1	0.2	0.3	43.5	38.8	100.0	5,698
	1988-89	4.2	4.6	9.5	9.3	6.1	5.5	35.5	24.7	0.2	0.3	44.4	39.8	100.0	6,259
	1989-90	4.8	5.0	9.7	9.4	6.3	5.7	34.9	23.8	0.1	0.3	44.2	41.3	100.0	6,381
	1989 SAP		7.6		14.4		33.5		43.3		1.2		56.7		

Source: Data Processing Report B1842, Office of Affirmative Action Programs and Services.

Note: Data are from the October (04) pay period of each fiscal year. SAP refers to the 1988 college-relevant (18-54) service area population percentage breakdown by ethnicity.

UPDATES

STUDENT AND ENROLLMENT CHARACTERISTICS BY COLLEGE

FALL 1990 (Percentages)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Age											
Under 25	40.9	55.7	49.7	34.0	59.0	38.2	40.2	50.5	39.7	47.4	52,467
25 - 34	34.4	27.7	25.1	28.5	23.7	33.8	33.1	28.6	32.1	29.3	32,432
Over 34	24.7	16.6	25.3	37.5	17.3	28.1	26.7	20.9	28.2	23.2	25,680
Ethnicity											
Asian	24.7	21.5	16.1	5.9	14.9	1.2	14.3	13.9	10.4	15.5	17,122
Black	15.2	3.1	14.6	7.0	3.7	71.5	31.6	7.2	49.9	18.0	19,958
Hispanic	38.2	68.3	26.1	51.3	11.9	25.5	40.4	22.9	12.4	32.5	35,971
White	19.1	5.0	40.1	33.5	79.4	1.1	11.2	53.1	24.1	31.3	34,631
Sex											
Female	52.3	57.3	58.9	66.9	53.0	67.9	43.3	56.3	61.3	55.7	61,654
Male	47.7	42.7	41.1	33.1	47.0	32.1	56.7	43.7	38.7	44.3	49,036
Class Level											
Freshman	67.4	71.3	68.3	73.9	66.3	78.0	73.0	65.1	64.4	68.7	76,044
Sophomore	21.5	21.2	19.2	16.0	22.3	17.2	19.2	22.8	19.1	20.6	22,802
AA or Higher	11.2	7.6	12.5	10.2	11.5	4.8	7.9	12.2	16.4	10.7	11,844
Entering Status											
1st-Time	22.0	23.2	20.5	25.5	20.3	31.3	28.5	17.6	21.4	22.4	24,788
Transfer	8.5	7.2	12.9	11.5	11.2	7.6	7.3	15.0	14.6	10.9	12,065
Returning	11.4	11.0	15.8	12.7	11.0	14.1	11.4	15.8	18.6	13.2	14,611
Continuing	58.1	58.6	50.8	50.3	57.5	47.0	52.8	51.6	45.4	53.7	59,441
Unit Load											
Under 6	34.3	36.1	40.4	47.1	37.7	28.5	40.0	41.9	41.5	38.5	42,616
6-11 units	36.7	37.2	32.3	24.7	32.7	45.3	33.1	35.8	35.5	34.9	38,631
12 or more	29.0	26.7	27.3	28.3	29.7	26.2	26.9	22.3	22.9	26.6	29,444
Hour Load											
Under 6	29.7	30.4	33.9	42.3	31.7	22.8	25.5	35.8	35.2	31.7	35,089
6-11 hours	35.3	35.7	30.9	27.3	33.1	31.0	32.0	36.5	35.4	33.8	37,413
12 or more	35.0	33.6	35.2	30.5	35.2	46.3	42.6	27.7	29.4	34.4	38,077
Time of Day											
Day	47.4	37.6	43.8	29.6	48.7	41.1	48.3	40.9	38.5	43.0	47,597
Day/Evening	17.3	21.2	17.1	19.1	19.0	12.3	9.3	15.7	16.8	16.7	18,485
Evening	35.2	41.3	39.1	51.3	32.3	46.7	42.4	43.4	44.7	40.3	44,608
Educational Goal*											
Transfer	66.9	62.0	63.8	46.0	72.0	49.8	15.3	66.8	59.0	58.5	34,814
General Ed	6.9	11.9	12.4	12.4	6.9	14.0	9.4	8.5	11.4	9.3	5,679
Vocational	26.2	26.0	23.8	41.5	21.1	36.2	75.4	24.7	32.2	32.2	19,186
Enrollment	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690

Source: Student Data Tape 551, Data Processing Branch, Business Services Division.

*Includes continuing students only.

Note: Enrollment percentages from "Other" ethnic groups are not shown here. Sophomore includes all students with 30 and more units but no degree.

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